Consciousness and Experiential Psychology Section
Fifth Annual Conference

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Current developments in positive psychology

I. BONIWELL, Open University.

This paper provides an overview of recent developments in Positive Psychology drawn from the Positive Psychology Summer Institute held in August 2001 in North California, US. It summarises the latest research from Martin Seligman, Ed Diener, Chris Peterson, Mihaly Csikszentmihalyi, Datcher Keltern and Barbara Fredrickson. The notions of psychological capital, Values in Action classification of strengths and the Broaden-And-Build theory of positive emotions are examined in relation to the main objectives of Positive Psychology — to study factors that promote flourishing and optimal functioning of individuals and communities.

The paper also summarises the contributions from younger scholars in Positive Psychology on experiences and neurobiology of positive emotions, development of positive meaning and growth following trauma and relationship break-ups, experience of gratitude and forgiveness, optimism, positive health, biological mechanisms of altruism, emotional intelligence and creativity in later life. Positive Psychology is represented as a multidisciplinary orientation of psychology which unites research evidence from evolutionary, neuro-psychological, cognitive, social, humanistic and narrative perspectives.

In conclusion, the future directions for research and practical implications of research in Positive Psychology are discussed.

Seeing through the surface of behaviour: Does ape imitation imply human-like perception?

R.W. BYRNE, University of St Andrews.

Which species are claimed to imitate depends on which definition of imitation one takes, but there is good evidence that great apes can acquire novel, complex behaviour (partly) by imitation of skilled conspecifics. Compared with the manual skills of other non-human primates, the food-processing techniques of great apes (including chimpanzee tool use and gorilla plant gathering) are elaborate, complex and highly organised; yet this knowledge is traditional and dependent on imitation, not innate. Typically only the broad-brush, 'program level' structure of the task is copied, whereas details of execution are often performed idiosyncratically. It is often asserted that, in order to imitate, an individual must understand the purpose of the behaviour and how one goes about accomplishing that purpose. Instead, I argue that sufficient information about the structure of behaviour can be extracted from watching repeated, effective actions to enable imitation without intentionality. Moreover, rather than imitation requiring prior understanding of intentions, I suggest that 'perceiving' the underlying structure of action beneath the surface form of behaviour may be crucial to detection of causality and the intentions of others, in humans as well as other great apes.

Merleau-Ponty’s Theory of Art: A route to follow

J. HAWORTH, Manchester Metropolitan University.

Scattered throughout the writings of Merleau-Ponty is an Embodiment Theory of Art. (Haworth 1985, 1990, 1997). This views the artwork as ‘enriched being’ in its own right, as distinct from an analogue for an external truth or essence, as traditional aesthetic theory claims. It proposes that this enriched being is not produced primarily by intentional acts, the traditional view, but by the reciprocal influence of consciousness, the body, techniques and materials. It ‘gives visible existence to what profane vision believes to be invisible’ (Merleau-Ponty, 1964, p.166). It involves a route, an experience, which gradually clarifies itself and proceeds by dialogue with itself and others. I have explored this theory of art in ‘research conversations’ with internationally famous artists (Leonardo, Vol. 30, No. 2, 137–145). (The ‘research conversations’ are similar to those now being advocated in American Psychologist, 2001, Vol. 56, No. 5, 445–452.) I have also used a ‘first person method’ (Varela & Shear (Eds.) (1999), The View From Within) consisting of ‘listening to the voices’ emanating from the practice of fine art. An account of these explorations was given.

Transformative action

J. HENRY, Open University.

This presentation explores factors in life that help personal development. It introduces some ways of tackling issues that seem difficult to alter by examining personal change over time. It will contrast aspects of the self which appear to show little alteration over time with aspects that appear to change over the relatively long term, e.g. 10 or 20 years. It will go on to look at key factors that appear to play a part in such changes. It will then address aspects of the self that individuals would like to change, and discuss various possible approaches to development.
Deja vu and Jamais vu: Altered states, subjective experience and social representations
K. ITO & W. SNOWDEN, University of Buckingham 

Deja vu is paradoxical in that it both constitutes and is set apart from everyday experience. The research reported here examines how prevalent different types of experience (deja vu, senti, vecu, revee, jamais vu) are across gender, culture and the life course. In addition the subjective meanings of the experiences are considered within a social constructivist framework. Also examined are the reported physical and psychological states of individuals believing in deja experience.

Data were collected from 350 respondents in 35 countries through a web-based version of Sno's (1993) Inventory for Deja vu Experiences Assessment (IDEA). Findings indicate that deja vu incidence is high, with fewer than two per cent of respondents reporting that they had never had deja experience.

Interpretations of the experience are disparate, including 'proof' of reincarnation, precognition and experience utilised in Israel in Jewish and Hasidic tradition. Some are 'formative', others 'connectedness' (of self as contextualised within a bigger whole in a relationship of mutual dependence). Some are 'formative', others 'transformational'. These experiences, ecological awareness and the religious/spiritual or political beliefs that frame them give a certain meaning and satisfaction to discussants' lives. However, they are also characterised and demoralised about the huge shift in awareness and behaviour needed throughout society for it to move onto a sustainable course, the difficulty of changing within a structured society. Support it, and their personal dilemma of how to stop consuming in ways that have become habitual.

Consciousness in the world: The phenomenology of Merleau-Ponty
E. MATTHEWS, Aberdeen University.

This paper attempts to apply phenomenology in the style of Merleau-Ponty to the current philosophical and scientific debates about the nature of consciousness. It will be argued that, if we approach the issues in this way, we see that 'consciousness' is not the name of a thing or process, but a relationship in which human beings stand to the world.

The Many Maps Model
M. MIDGLEY, Newcastle University.

We need striking new images that do justice to the complexity of the human situation. My image is that of the relation between different maps of the same territory in an atlas. Why do we need a political map, a physical map, and a religious map of a place? Is there a 'best' way to construct a map? The countryside does not become suddenly different at the point where France meets Germany. The map concentrating on showing everything. Each map concentrates on answering a particular set of questions. When we look at political maps, what we want to know is the present state of power and control. There is no way in which the answers given to quite different questions about the physical constitution of the world can ever be made to stand in for this knowledge, any more than giving people shelter can stand in for giving them food. The different sets can often be connected, but there is no way in which they can be piled up into a sequence where one set of answers translates or supersedes the others.

Francisco Varela: Scientist of experience
J. PICKERING, Warwick University.

Francisco's legacy is a body of work that included contributions to biology, the question of identity and uniqueness, the relationship between the 'inner' and 'outer' world oppose each other. There are paradigmatically topographical images that work collectively to produce a composite story of how ‘inner’ mind and ‘outer’ world oppose each other. There are various theoretical projects that challenge this picture, and which seek to ‘de-interiorise’ mind - for instance the idea of ‘the extended mind’ championed by Cliff Attock and ‘emergent’ cognitive science, as proposed by Varela, Rosch and Thompson (1991). These approaches challenge both our computational views in cognitive science. We note that extended or enactive theories inherit some of the puzzles of such earlier views – in particular whether cognitive and phenomenal aspects of mind can be treated in a single overarching field.

Engaging consciousness
G. SAUNDERS, University of Bath.

This work is in progress arising from teaching a Psychology of Consciousness course and is intended as a discussion of Ethics and the Environment, in four areas of concern: 1. The absence of social and cultural explanations in theories of consciousness. 2. The inadequacy of evolutionary explanations as a Theory of Everything. 3. The assumption that evidence of consciousness must be physically constituted. 4. The delegitimisation of experiential aspects of consciousness, particularly those requiring first-person or metaphorical explanations. Students experienced discussion at the way with some arguments ‘everything goes’ and yet for others, ‘noting goes’. So, this paper presents a series of challenges to conventional physical orthodoxies, e.g. The problem of psychoanalytical unity (MacKaye) related to The ‘Infinite Regress’; The ‘Ghost in the Machine’ (Ryle); seeming to exist (Dennett) and ‘Actions exist, and also their consequences, but the person that acts does not (Buddha).

Life directions: Sources of guidance
R. STEVENS, Open University.

One of the curious properties of human reflexivity is the ability to reflect on our actions and the degree of openness this makes possible. The idea of this workshop is for participants to share and explore their own sources of change and processes underlying their own life directions. In other words, how and on what basis do we decide or find ourselves on particular courses of action. Which of these directions are generated by the social discourses and processes in which we are immersed, for example, and which by biological or environmental influences? And what role can our capacity for reflexivity play in influencing the life directions which make up the course of our lives? What other sources of guidance (e.g. philosophical, spiritual?) might there be?

Outside the Citadel: de-interiorisation of mind
S. TORRANCE, Middlesex University.

Traditionally, mental states - particularly conscious ones - are seen as paradigmatically inside the head. The traditional ‘interiorist’ picture of mind is shot through with spatial and topographical images that work collectively to produce a composite story of how ‘inner’ mind and ‘outer’ world oppose each other. There are various theoretical projects that challenge this picture, and which seek to ‘de-interiorise’ mind - for instance the idea of ‘the extended mind’ championed by Cliff Attock and ‘emergent’ cognitive science, as proposed by Varela, Rosch and Thompson (1991). These approaches challenge both our computational views in cognitive science. We note that extended or enactive theories inherit some of the puzzles of such earlier views – in particular whether cognitive and phenomenal aspects of mind can be treated in a single overarching
theory. Some de-interiorising projects directly target experiential consciousness. Recent work by Velmans and by O’Regan and Noe, offer strikingly different ways of de-interiorising perceptual consciousness. Perhaps the apparent tension between these accounts can be resolved. But one might wonder how far such de-interiorising projects are themselves trapped in the very spatial-topographical metaphors that they are seeking to reject in the traditional picture.

Impact of divergent perceptions of supervisors’ interactional styles upon employees’ blood pressure

N. WAGER, G. FIELDMAN & T. HUSSEY, Buckinghamshire Chilterns University College.

Aim: To examine the influence of perceptions of supervisors’ interactional styles upon supervisees’ ambulatory blood pressures. We hypothesised that supervisees’ blood pressures would be significantly elevated when working under a less favoured supervisor, compared to a more favoured supervisor.

Method: A controlled, quasi-experimental, field study of female healthcare assistants (n = 25), employing a within-subjects design. Allocation to the experimental and control groups was based upon participants’ responses to a supervisor interactional style questionnaire. Experimental participants (n = 13) reported working under two divergently perceived supervisors at the same workplace, on different days. The control group (n = 12) worked either under one supervisor, or two similarly perceived supervisors. Ambulatory blood pressure was recorded every 30 minutes.

Results: No significant differences are observed in the control group for either systolic or diastolic blood pressures between the two supervisor conditions (mean difference: systolic = 2.78 mm Hg, diastolic = –0.53 mm Hg). In contrast, the experimental group demonstrated significantly higher systolic (mean difference = 12.51 mm Hg, \( t = –3.879, p = 0.001 \)) and diastolic (mean difference = 5.51 mm Hg, \( t = –3.972, p = 0.0009 \)) blood pressures when working under a less favoured supervisor compared to a favoured supervisor.
INDIVIDUAL PAPERS


We distinguish between the ‘paranormal’ and the ‘anomalous’. The first is contravenes otherwise accepted scientific principle; the latter has so far merely defied a scientific explanation. Here we ask why consciousness should ever have arisen in the first place, and why it is that mankind can never be fully explained solely in terms of the workings of the brain as cognitive scientists have assumed.

Liberal Social Psychology

M. BURTON & C. KAGAN, Manchester Metropolitan University.

Liberal Social Psychology (LSP) has developed since the 1980s in Latin America. It remains little known in Britain. Liberal Social Psychology owes much to the work of Ignacio Marquina and the Universidad Centroamericana, S. J. Cafias, San Salvador. Since his murder in 1989 the field has continued to develop with an annual conference and network across several countries in the region. This paper will describe the origins of LSP in the context of repression and dramatic inequality in Central and South America, the influence of Marxism, liberation theology, and the critical pedagogy of Paulo Freire, as well as more traditional psychological currents. It will identify recent developments in the field, its achievements and challenges and its relevance to the European context.

Human nature: Philosophical views in the ancient period of China

M. Cheung Chung, University of Plymouth.

Chinese philosophy can be classified into four main periods: the ancient (until 221 BC), the middle (221 BC to AD 960), the modern (960 to 1912) and the contemporary (from 1912). The notion of human nature was one of the subjects for investigation and debate throughout these periods. Focusing on the ancient period, this paper aims to describe how this notion was conceptualised by the philosophers at the time.

Jung, religious experience and personality

C. CRELLIN, Mid-Sussex NHS Trust.

Jung’s theory of personality is unique in focusing on the phenomenology and psychological experience of individual development. A reading of his works in their entirety reveals the degree to which he approaches personology from the inside, breaking the bounds of introspection, at least in the early years, and always seeing himself as an empiricist. The theory is built upon a point, after which it is an intuitive attempt to understand some of the least describable experiences of living. This attempt led Jung, in his later years, to the conclusion that ‘fear of God’ is a projection

Clouds of Esther: The significance of clouds in the poetry of St. John of the Cross

The British Psychological Society

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An understanding of this phenomenon may lead to an understanding of the role of clouds in the life of St. John of the Cross. The poet often uses poetic devices to illustrate his religious beliefs, and the use of clouds may be an example of this. By examining the use of clouds in the poetry of St. John of the Cross, we can gain a deeper understanding of the poet’s beliefs and the role of clouds in his life.

A history of critical psychology in Britain

J. HALL, Warneford Hospital, Oxford.

L. VANDERWAEDEN, Centre for Applied Social and Psychological Development, Canterbury Christ Church University College, Tunbridge Wells & S. LLEWELYN, Warneford Hospital, Oxford.

This paper outlines a project examining the historical background to the growth of critical psychology. Critical psychology is the largest field of applied psychology, there is no complete account of this growth spanning the influence of applied psychology before and during World War II and the past 50 years. The project will explore that development within a complex epidemiological, conceptual, political, and professional matrix, covering overall themes such as the impact of behaviour and cognitive-behavioural therapy, but also conflicts, such as that between the Maudsley and the Tavistock, and internal friction within the BPS regarding the role of the Medical Section. The project will also consider innovative places and people, such as the Crichton Royal Dunfurries, and the Clarxes, as well as the influence of the wider ‘psychologising of everyday life’, developing models of training and changes in gender balance. The project will contain an oral history element – there is still just time to record those working at the inception of the NHS.

Varieties of functional systems

M. HAMES & R. RAWLIES, University College London.

Many scientists – psychologists, physiologists, neurologists, and writers on language systems – have used the concept of functional systems or something akin to it – notably Edward Sapir, Kurt Goldstein, Kurt Lewin, Alexander Luria, Lev Vygotsky, Jakobson, Paul Pavlov, and Ivan Pavlov. On the other hand, in many indexes the term does not warrant an entry. The significance of the concept varies with the overall theory in which it appears. This paper attempts – possibly for the first time – to elucidate the various theories, their origin and development. Initially the concept was used in a neurological sense, but in the light of its application to language systems it was extended to wider contexts. Its development in the related sphere of physiology proved equally significant.

Errors of omission and commission: The analysis of misrepresentation in secondary sources

S. HOBB & M. CHIESA, University of Paisley.

It is not uncommon for psychologists to complain that they have been misrepresented in second-hand accounts of their work, in places such as the popular press and introductory textbooks. This paper attempts to look at some of the issues which arise if an attempt is made to quantify the accuracy of secondary texts. The search for evidence of misrepresentation throws up a range of problems from clear errors of fact, the painfully apparent biased selectivity in citation, to honest differences of opinion. The boundaries between these categories are sometimes unclear. On the assumption that accurate accounts of the uncontroversial goals, the paper concludes with a review of some of the most fruitful-seeking paths to follow.

The relevance of O.O. Potebnia’s (1835–1891) philosophy and theory of language for the history of ideas in psychology

N. KEREKUK, London.

Firstly, an outline of Potebnia’s 1882 Thought and language is offered which sets out the key parameters of his theory of language and philosophy of mind. These are developed under headings: Linguistics and psychology, Sensory Perceptions, Reflex movement and articulate sound. Language of the senses and language of thought. Word as the centre for apperception, and representation, proposition and concept. Some of these themes in Vygotsky, Pavlov, Luria and Leontiev, Potebnia follows the Aristotelian tradition in his method. He presents a critical review of existing knowledge before introducing his own theory. He also argues for the need to cross- fertilise apperception and psychology. The paper concludes with a critical review of the interpretation of Potebnia’s philosophical outlook and his search for a solution of the ‘Cartesian problem’. This tradition dates back to the Kyiv-Mohyla Academy in Ukraine, going back to Gizel’s course of psychology at the Academy stemming from his 1647 Opus totius philosophiae.

It’s drunk! Inanimate agency and the psychological life of things

S. LOWIE, University of Liverpool.

Steve Brown (2001) argued that only by incorporating all aspects of the world, both human and non-human, into what he termed a ‘concrete interactional assemblage’ could we begin to make sense of the complex social relationships that routinely determine our lives. The present paper draws on some of this material to argue for the role of reciprocal agency shaping most if not all of the social exchanges of ‘animate’ and ‘inanimate’ actors. By reciprocal agency is meant the mutualistic exchange of sequences of both ‘animate’ and ‘inanimate’ actors in their joint interaction, and on the basis of their (sometimes) shared expectations of the actions of the other. Sociologist Woolgar (1994), suggests the possibility of ‘inanimate’ agency, but the notion has scarcely impacted on psychology. The notion of reciprocal agency, suggests that psychology could make a positive contribution to this somewhat esoteric field drawing on work of Skinner and J.J. Gibson, as well as related social sciences such as the application of pragmatics to conversation analysis (Mey, 1993). Finally, the paper will use a limited number of objects trouvés to illustrate its various theses.

Silk purse or saw’s ear: The use of psychological testing in the armed forces during the Second World War

N. THALASSIS, Salford University.

During the Second World War, all services adopted intelligence testing and psychologists trained military personnel in their use. Soon all personnel entering the armed forces had to undergo tests before being allocated to a corps. It was argued that the increasing technological demands of modern warfare had excluded many of low intelligence, even in the infantry. The subsequent frustration of such men left them vulnerable to psychiatric breakdown. They were also more prone to venereal and skin diseases, and were harder to discipline. Some psychiatrists claimed that an
average intelligence was necessary in British soldiers to enable them to comprehend the values for which the war was being fought. They also argued testing was not necessary for Indian soldiers as they were a military race used to war. Easy to administer pen and paper intelligence tests had been conveniently developed for use in industry, education and the German and American Armies. Many psychiatrists and psychologists were in the Eugenics Society, and regarded mental deficiency as the cause of many social and physical problems. Some historians argued that, by the Second World War, intelligence tests had been taken over from character as the quality expected of military men. Finally, the attempt to link psychiatric breakdown with low intelligence, directed by the need to define the condition in terms of an abnormality within the soldier rather than with the situation of war.

Eugenics, propaganda and the shaping of public opinion: Exploring a relationship
L. ZENDERLAND, CSU, Fullerton.

This paper explores the relationship between ‘eugenics research’ and ‘propaganda research’ in the decades between the First and Second World Wars. It will focus on two American writers who publicly challenged eugenic findings: Walter Lippmann, who publically attacked the work of American Army Psychologists after World War One and who is now considered the father of American propaganda research; and Dr. Abraham Myerson, a psychiatrist who labelled his own attacks on the eugenics family studies as ‘anti-propaganda’. This paper will re-examine their writings from the perspective of considering the gradual decline of eugenics research and the rise in psychological interest in studying propaganda in the inter-war decades.

SYMPOSIUM
Symposium: Historical roots of Gibson’s ecological psychology
Convenors: A. COSTALL, University of Portsmouth & H. HEFT, Denison University.

James Gibson’s ecological approach, with its claim of direct perception, is a notable departure from perception and re-presentation, should be known. Animals are in a reciprocal relation to their environment, and act upon and transform their circumstances. Consequently, action, rather than perception and re-presentation, should be taken as constituting the principles of animal-environment mutuality and the primacy of action will be discussed in relation to the ecological psychology of James Gibson.

The ‘Gestalt Inheritance’: Some influences of Kurt Koffka, Fritz Heider and Kurt Lewin on the development of James Gibson’s ecological approach
J. GOOD, University of Durham.

This paper will explore how James’s thinking was influenced on James Gibson’s ecological approach that derived from the work of the Gestalt psychologists. It will deal mainly with the time that Gibson spent at Smith College (1938–1941). While there, Gibson was a colleague of Kurt Koffka and Fritz Heider. He also attended some of the meetings of James. Dewey, and James Gibson’s ecological approach to knowing
H. HEFT, Denison University.

In his classic work, The Principles of Psychology, William James argued that there was no more potentially damaging idea to the development of psychological theory than that of perception that could be culturally relative, thus challenging the would-be omniscience of the compilers. Secondly; the humorous and trivial aspect of the jungle knowledge challenges the deadly seriousness with which it is supposed to be regarded.

Discussant: G. BUNN, Science Museum.

Symposium: Psychohistory
Convenor: P. ZILO, University of Liverpool.

Some ideas on the hidden aspects of care work in present-day society
N. LEECH, University of Tieside.

Until very recently we were told, by cultural observers, that we live in a post-modern society. Now we have the idea of globalisation. Notions of postmodemism and globalisation are attempts at explaining society and might also be saying something about society’s psychic state. The notion that a society might be considered as having a ‘mind’ just as an individual can be considered as having a ‘mind’ will be looked at in this paper. Some basic mechanisms of this ‘mind’ could serve to control quite dominant aspects of society. This is briefly examined in relation to ideas within post-modernism and globalisation and overt aspects of society. It is then looked at in relation to aspects of the role of care work. It is not to be ‘hidden’ from public awareness. Acknowledging these possible hidden and more painful aspects might make care work more manageable; not only at an individual level and an institutional level, but also at a societal level.

The change of normative developmental goals from the ‘psychological autonomy’ of the post-War welfare state into the ‘relational flexibility’ of late capitalism
J. SILTALA, University of Helsinki.

Post-modern social sciences interpret the psychological self either as a romantic conception for the liberation of man, as the most important means of disciplining biopower to produce ‘normal’ subjects. In any case, it is seen as a contrast and an end to political movements. I seek in my paper to examine whether, as a contrast and an end to political movements. I seek in my paper to examine whether, as a contrast and an end to political movements. I seek in my paper to examine whether, as a contrast and an end to political movements. I seek in my paper to examine whether, as a contrast and an end to political movements. I seek in my paper to examine whether, as a contrast and an end to political movements. I seek in my paper to examine whether, as a contrast and an end to...
bargaining. Developmental child psychology and psychological utopias of self-actualisation belonged to the period of welfare states in the West, as labour hours decreased and the standard of living of the majority rose steadily. As political regulation of the economy collapsed, the normative psychological ideals have also changed, now emphasising flexibility, relatedness and adaptation instead of the enlightenment goals of political autonomy and moral integrity.

Global transition: The psychological aftermath of September 11th 2001

D. WILLIAMS, Eos, Surrey.

The transition cycle appears to be a fundamental human response enabling individuals to adapt to trauma or change. Mass traumas from terrorist attacks in the USA and war in Afghanistan will have started psychological transitions in many countries – collectively a period of global transition. Studies of recent transitions in the UK, Israeli and US governments and conflicts in several countries suggest that mass transitions do occur with predictable periods of hazard and opportunity for individuals, communities and governments. Transition psychology linked with other perspectives on personal and organisational stress, change and development, offer important tools for political and psycho-historical analysis, a basis for forecasting periods of crisis and developing scenarios for recovery. Forecasts and progress of the global transition will be discussed. Transition management offers radically different strategic options for managing periods of trauma, crisis and change. Techniques developed with individuals and organisations are proposed to stabilise communities and governments in crisis and to facilitate the transformation to a new world order.

The psychohistory of music: A preliminary investigation

P. ZIOLO, University of Liverpool.

All dimensions of culture are germane to psycho-historical research. Although much material exists on literature and art, very little research has been done on the role of music in the psychohistory of the West. Nevertheless, Felix Salzer, a pupil of the Viennese musical theorist Heinrich Schenker, has pointed out that the Schenkerian system of ‘layer analysis’ in music has close parallels with Freud’s investigation of the layers of psychodynamic formation in individual development. The purpose of this talk is to show briefly, and in as non-technical a manner as possible, how Schenker’s analytic concepts (and later developments of them) are in many ways analogous to the preverbal structures or morphologies that lie at the basis of early emotional experience during socialisation. Use will also be made of Wildgen’s work in catastrophe-theoretic semantics as well as his own interpretation of ‘attributional dynamics’ in the verbalisation of experience. Through a basic understanding of the work of Schenker and Wildgen from a psychoanalytic perspective. Insights may be gained into the deeper emotional impact of music and its role in personality formation.
Different sources of joy: A mystical perspective on positive psychology

S. BASU, Consultant Psychiatrist, Kolkata and Researcher, Sri Aurobindo Ashram, Pondicherry, India.

This presentation addresses the topic of joy from the perspective of mystical experience. It suggests that joy has many sources arising at different levels of being. At the level that Sri Aurobindo describes as the outer being (which psychologists study as personality) joy always co-exists with its opposites. The paper argues that if psychologists study joy at this level, it is always to have with conflicting emotions and Positive Psychology will have to co-exist with psychology that places emphasis on the negative attributes of life. It goes on to suggest that if Positive Psychology wishes to establish itself above emotional dualities it has to acknowledge the mystical wisdom that there are deeper and higher sources of joy which are ordinarily inaccessible to the human being but that can be cultivated in the course of intense developmental work on oneself. These deeper sources of joy cited include: communion with universal joy through inner being and specified channels known as chakras; joy unaffected by adversities accessible through the beyond-ego principle; higher planes where reality is experientially contacted as Bliss or ‘Self-Aware Delight of Existence’ or ‘Ananda’. It is asserted that contact with these higher sources of joy will give meaning to life and aid personal development.

‘Relationship with Reality’: An unacknowledged personality dimension and its correlation with achievement and well-being among young adults

N. BAYLIS, Cambridge University.

This paper proposes a new construct called Relationship with Reality (RwR) which examines to what extent an individual’s thoughts and behaviours are Reality-investing (e.g. planning and practising) or Reality-Evading (e.g. fantasising). RwR suggests that many seemingly trivial or apparently unrelated thoughts and behaviours common to everyday life, combine to form an individual’s characteristic pattern. The paper provides evidence of this pattern on their development and well-being can be substantial. Such a concept is not presented in the mainstream psychology, educational and psychological professions of the UK and US. The 68 long-interviews and 237 self-completion questionnaires of this exploratory study produced three distinct levels of achievement: elite; standard; and imprisoned. Self-report measures of RwR strongly differentiated these groups.

Navel gazing or valuable training strategy? Self-practice of therapy techniques, self-reflection, and the development of therapist expertise

J. BENNETT-LEYV, Oxford Cognitive Therapy Centre, Warneford Hospital, Oxford.

Personal therapy and/or experiential learning have traditionally been central components of therapist development in many therapeutic traditions (e.g. psychoanalysis, Gestalt therapy, group therapy). However, the literature provides little empirical data to support their assumed value. Furthermore, the delineation of ways in which they may be useful has been rudimentary, and theories to explain their assumed usefulness are almost non-existent. Consequently, the extent to which personal therapy and experiential learning are valuable training strategies for RwR was self-reported as a potentially important trait by most of the participating young adults sampled to illustrate three distinct levels of achievement: elite; standard; and imprisoned. Self-report measures of RwR strongly differentiated these groups.

Positive psychological aspects of women’s health in the post-natal period: What women do to help themselves – issues of empowerment

D.L. BIGGERSTAFF, Centre for Health Services Studies, Warwick Business School, University of Warwick.

This study illustrates how women give meaning to the postnatal period. Use of written comments twelve months after childbirth is unpacked to explore certain positive psychological issues. The principal phenomenological themes in relation to help seeking and what women did to help themselves are presented. The model of psychology adopted is one which attempts not to forego but to enrich the assumptions explicit (Giorgi, 1995). The women’s narratives tended to focus on complexity and ambiguities, and in main themes relate to coping strategies, empowerment and searching for explanation. Help is identified as a reflexive awareness for some women to recount what they did to help themselves. Use of narrative as an empowering way to explore experiences and perceptions of what it means to become a mother are examined. Women’s attempts to make sense of their situation, are also discussed.

Using the MBTI positively

J. BULLEN, Oxford.

This workshop will illustrate through group exercises, some of the ways that the Myers Briggs Type Indicator (MBTI) is used in commercial organisations. The MBTI was designed to provide a measure of Carl Jung’s Psychological Types which looks at differences between people in a positive way that illustrates the complementarity of different types. It has gained prominence in the commercial world because it has a clear behavioural correlates that can be readily observed when groups of people work together. It helps to clarify key differences in communication style and approaches to problem solving and decision making. It is used extensively in the US, UK and Japan. The workshop will provide an introduction to relevant background concepts and will include exercises on extraversion/introversion, thinking/feeling and motivations as well as questions.

Developing resilience in vulnerable children and young people

S. CAMERON, Oxford University College, London.

This paper will address vulnerability and resilience in children and young people and consider these factors in the context of school support. The implications of the concept of resilience for applied psychologists will also be discussed. The risks to children’s development and life opportunities are many and varied. Some groups of children not only fail at school but grow up to exhibit many of the indicators of social exclusion (especially being homeless, jobless and friendless). Recently, however, there has been a focus on the phenomenon of resilience in children who have acquired the flexibility and personal resistance to enable them to bounce back from adversity and disadvantage, and to develop and thrive in the face of what appears to be overwhelming odds. Although this paper will draw upon the research relating to one particularly disadvantaged group – children in Public Care – there will be wider application to vulnerable children in general.

Professional stress: Practice what you preach

M. CORMACK, Clinical Psychologist, St. Brendan’s Hospital, Bermuda.

This paper gives an account of the set up and evaluation of a support network for health professionals of the Bermuda service department of clinical psychology, designed to aid professionals in looking after themselves and reducing stress. The network formation followed an experiential workshop looking at the issues for health professionals,
specifically psychologists, in staying healthy at work and operating similar stress management to that which they teach their patients. Formal evaluation occurred after six months, demonstrating benefits including enhanced clinical skills. Longer-term anecdotal evaluation reflected a decade of successful mutual support.

**Drug addiction: The paradox of mimetic optimal experience**

A. DELLE PAVE & F. MASSIMINI, Università degli Studi di Milano.

Optimal experience is a positive and intrinsically rewarding state of consciousness, characterised by engagement, satisfaction in the use of personal skills, control over the situation, and well-being. It promotes both personal development and social integration, in that individuals actively seek and cultivate in their lives the activities associated with this experience, developing the related skills, and contributing to the replication and transmission of the related cultural information. Investigations of both psychological and physiological mechanisms underlying drug addiction highlight that people take drugs to attain a positive experience. This study draws a comparison between the experience associated with drug intake and optimal experience. Sixty-one people, involved in four different treatment programs, filled a Flow Questionnaire, designed to analyse the psychological features of optimal experience and its related activities. The experience they associated with drug intake was strikingly similar to optimal experience, except for features such as awareness of the situation, intrinsic motivation. Therefore, drug taking can be seen as a source of ‘mimetic’ or pseudo-optimal experience. The opportunities for authentic optimal experience have been lost in their daily life could be usefully exploited in treatment to mobilise individual resources in pursuit of socially accepted and meaningful goals. From this perspective, optimal experience (in strict terms) can be used as a criterion for developing and evaluating rehabilitation programmes.

What makes people happy? A prospective diary study on positive emotions in Scottish and Italian young adults

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This research focused on the antecedents and nature of positive emotions in a sample of Scottish and Italian young adults and is part of larger cross-cultural studies on emotions and well-being. The focus on episodes as they occur in everyday life aims to deconstruct the often global encompassing approaches of studies into happiness and subjective well-being. On the basis of methodological procedure and results deriving from Oatley and Duncan (1994), Grazzani-Gavazzi et al. (1998) and Grazzani-Gavazzi and Oatley (1999) a diary on positive moments experienced in everyday life was designed. The sample consisted of 50 university students, all being recruited from a university in Milan and the other half from a university in Glasgow. Participants were asked to complete a diary page when they experienced positive moments, describing the situation, any accompanying emotions, whether they were alone or with others. The experience they related to others about their positive experience and its emotions. Early indications point to Italian participants being more engaged in the process, recording events more often and rating subjective well-being higher than the Scottish young adults.

Saliva: A fluid for the social scientist: uses (and abuses) of non-invasive bio measures of stress and well-being

P. EVANS, University of Westminster.

A difficulty faced by social scientists is a great reliance on self-report data. Nowhere is this more apparent than in measurement of stress and/or well-being. The use of saliva as an alternative sort of test batteries, used in social science research. A bio- marker could corroborate self-report findings in some instances or, in not doing so, might confirm speculations based on non-observational biases. Such biases may reflect characteristic response sets, resulting from social conditioning, normative or situational pressure. Salivary cortisol is less than real stress or well-being. Bio-mesures also have an additional benefit that they are de facto nearer in any envisaged psychosomatic, chain (e.g. the Hypothalamic-Pituitary-Adrenal Axis (HPA) which plausibly seeks to link the domains of psychological experience and physical health outcomes.

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Positive Imagery, trust and risk perception: The case of waste management

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The negative vision of the public in relation to some waste treatments predominates in the media and the academic literature. Taking an opposite approach, this study had a look at the positive images that are associated with waste management processes, and analysed its relations with trust and social capital in different groups of society. The data was achieved with a survey applied in four different geographical locations in Portugal (Lisbon, Almeirim, São Paulo), with the selection of places accounted for their urban/rural and industrial/non-industrial character. It was found that positive images are associated with the public’s mind in relation to some waste treatments (composting and recycling). Moreover, even controversial treatments (e.g. landfill) induce more positive imagery than the simple deposition of untreated waste. Positive images are often associated with a low perception of risk. Results also show that trust in institutions and information sources can be a significant factor. Therefore, despite the general negative attitude towards waste management, this study has shown that it can be seen as a positive light.

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The influence of optimism and pessimistic orientations in daily life

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This study integrated some of the major threads of research findings in positive psychology (such as Flow theory and Learned Optimism) to examine the difference between optimistic and pessimistic individuals’ everyday life experiences. The study examined whether optimists do indeed feel less meaningful in their activities, think more positively, take more action, than their pessimistic counterparts. An investigative approach was used that took ‘snapshots’ with the use of an alarm watch or Palm Pilot that signalled a participant to record various times of the day to stop their activity and to write down their thoughts, feelings, and activities. Although the results showed a greater relationship between optimism and an individual’s thoughts, feelings, or actions using the definition of dispositional optimism (an individual’s expected orientation), a relationship did exist among participants who engaged in activities that required high skill and high challenge (‘Flow’) with more positive feelings. Additionally, those who rated themselves as having more positive thoughts, were also more involved in intrinsically motivated activities; worked more on a positive activity; evaluated their skill level as higher; and had more positive feelings.

Well-being: Social and individual determinants: Review of the ESRC seminar series

J. HAWORTH, Manchester Metropolitan University.

A recent major review of research into subjective well-being emphasises the need to understand the complex interplay between social, personal and environmental factors; and the need to develop new theoretical and methodological research. This subject, though receiving a great deal of contemporary interest, is by its nature transdisciplinary, with many individuals playing their part in determining the processes and circumstances that generate well-being in individuals, groups, and communities. This paper reviews points to emerge from the recent Economic and Social Research Council seminar series on the determinants of well-being which aimed to generate new research on the processes and circumstances that facilitate well-being (including positive mental and physical health) www.well-being-esrc.com has details. The objective is not to replace, but provide an alternative to, and to complement, the overwhelming harm-focused basis of much social science research in this area. The paper presents an agenda that allows those in the academic, policy and user fields to focus on positive outcomes, and how they can be achieved. Key points from the seminars will be summarised. They show the importance of considering both societal and individual factors in considering well-being.

Strategies for achieving a lasting improvement in well-being

J. HENRY, The Open University.

**Background:** The study looks at strategies normal people have used to improve their well-being over the long-term and contrasts these with strategies used by caring professionals and with practices found in psychological therapy. Aims: It aims to see what strategies normal people have found to be effective and what ineffective in improving well-being over the long term.

**Methods:** Participants were adults from various countries attending education, psychology or management conferences, courses or workshops. Each was asked to share strategies they had found to be effective and ineffective in improving their well-being over the long-term.

**Results:** The favoured approaches feature contemplation and relaxation, physical involvement and social support more powerfully than insight. Exhortatory recommendations about problems often featured as methods that were perceived as counterproductive or ineffective.

**Conclusions:** Participants used a wider range of approaches than that commonly advocated by helping professionals. The favoured strategies portrayed an alternative to, and to complement, the more traditional view of well-being. The research has provided some illustrative samples of the discourse of pilot study respondents. This research has provided some...
tentative indications concerning the way business psychologists may define, promote and resolve values in some possible trends in the development of successful psychological service businesses are suggested.

Determinants of positive health and psychosocial outcomes in UK population studies
F.A. HUPPERT, Cambridge University.
This paper will review recent data and work in progress which aims to identify the factors that predict positive outcomes such as subjective well-being, maintenance of cognitive function, good health and survival. The findings come from large population-based studies of adults, and all have shown that a number of factors are a valuable addition to the measurement of positive outcomes. For example, this study found that unemployment decreases positive affect rather than increasing negative affect. Data to be presented include an analysis of the comparative effects of socio-demographic variables on positive and negative mood states, using GHQ data. The paper will also present data from a study looking at the impact of peer influence by the media on young people. The results show that people who are influenced by the media are more likely to engage in risky health behaviors, such as smoking and drinking.

Another attempt at hegemony?
K. KINGSLAND, TSR International.
Purpose: Psychology must be understood in its historical, political and economic context. This paper argues that a truly positive psychology needs to embrace multiple perspectives and methodologies beyond the narrow confines of science.

Background: Freud inspired his American nephew Bernays, who distanced democracy, wrote Propaganda and founded Public Relations. When Galtung was President of the APA before his main - the beginnings of meditative state. Contemporary psychologists have three major aspects, viz. nature, influence the phenomenology of meditation and technique is accorded primary importance. The workshop will explore the role played by the SOC in the relationship between stressors and health: however, respondents with a strong SOC seemed better protected from many of the adverse effects of stress.

Swaasthya is a Sanskrit term that connotes a state of well-being. It is the opposite of sraauta, suffering, in this state of being.

The sense of well-being is therefore related to the degree to which one feels established or grounded in one's sense of identity. The human self is understood as multidimensional in the Indian tradition, the human self is understood as tri-dimensional, as described in the concept of pancha kosha; five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths or in the concept of pancha kosha, five sheaths. Hence, Swaasthya implies being well grounded in the physical and psychological plane and also in the spiritual plane. This paper will discuss the meaning, scope and ways of increasing swaasthya, from the Indian point of view elaborating on certain related statements and views available in the folk and vernacular traditions.

Has political correctness reduced our ability to laugh at newspaper cartoons?
M. LOWIS, University College Northampton.
Humour is a mature defence mechanism, though we may not always be aware of it. The expression of derision against a vanquished opponent, ‘the inferior’, or those not ‘like us’. Trends in political correctness may have reduced the acceptability of humour featuring stereotypically ‘fall-guys’; does this mean that the traditional joke is no longer funny? Thirty-six newspaper cartoons, representing six different themes, were rated for funniness by university students. No significant gender differences were found for either men-bashing or women-bashing themes. The findings agreed with the findings of an earlier study, using 129 participants aged from 18 to 75 years, although an age trend was present. The main funniness-rating criterion appears to be simply how genuinely clever or witty an item is, without undue influence by political correctness. Being able to laugh at one’s own situation, and laugh with others at their situations (signature, excepted), appears to be alive and well.

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Explanatory style and ability to rebound after failure: A process analysis in a sport task

C.P. MARTIN-KRUMM, P.G. SARRAZIN & J. FAMOSE, University of Paris XI, Orsay, France & University of Grenoble, France.

Some athletes explain bad events by causes that are stable in time and global in effect, but explain good events by causes that are unstable and specific. This pessimistic explanatory style constitutes a dispositional risk factor that is likely to lead to lower expectations of success, more anxiety and relatively poor achievement compared to an optimistic style (which consists of adopting the opposite attributional pattern). Forty-two participants (mean age 14 years) performed a basketball coordination task to elicit a pattern of failure and subsequently retook the course. As predicted, in the second course, the optimistic participants (n = 22) were less anxious (assessed by the heart rate), more confident, and obtained a greater increase in performance than pessimistic participants (n = 20). A process analysis was carried out and will be discussed.

Beyond restoration to transformation: Positive outcomes in the rehabilitation of acquired brain injury

J. McGrath, Rivermead Rehabilitation Centre, Oxford, & Wycliffe Hall, University of Oxford.

This paper compares the situation of the person with acquired brain injury to that of the people of Israel in the 6th century BCE during the period of the exile in Babylon. Both situations are characterized by traumatic multiple losses, and a struggle to regain a sense of identity, personal, national, or spiritual. Evidence from the literature on both situations and from the Old Testament indicates that models of restoration of function and transformation of suffering have been applied to both situations. The integration of these models and the way it can be used in the management of acquired brain injury are considered. It is argued that models of transformation of suffering have much to offer, especially in the longer term psychological and psychosocial rehabilitation of people with acquired brain injury, when restoration of function has reached its limits.

Being and well-being according to classical Indian thought

S. Menon, National Institute of Advanced Studies, Bangalore.

Beside the intricate metaphysical theories about self, classical Indian thinking focuses on the nature, possibility, and spiritual meaning of ‘well-being’ and its relationship with the intersubjective world. In this poster I look at instances from four classical texts of Indian philosophy as follows: i. ‘Love’ as founded on the non-separate identity and non-dual, non-hierarchical experience, ii. ‘first-person’ as the major factor in the ‘love’ as founded on the non-separate identity and non-dual, non-hierarchical experience, iii. ‘Being and well-being according to classical Indian thought’ is a philosophical look at positive psychology and the implications for positive psychology

K. Krishna Moohan, Institute of Psychology, Makerere University, Uganda.

In recent years, it has been shown that an attitude of openness to unusual experiences such as spiritual, transcendental, peak, mystical may be conducive to health and well-being. The present study examined the effects of spiritual experiences on health and well-being of 200 respondents drawn from 13 Hindu spiritual organizations in India. The Life Experiences Questionnaire (LEQ), Index of Change Resulting Experiences (ICRE), and Check List of Effects of Experiences (CxEE) items were administered. A high percent of respondents were found to be happy, cheerful, light hearted, calm and peaceful all the time and rarely felt nervous or depressed, a significant majority said that in general their health was in excellent condition and also a greater sense of meaning and purpose. On the ICRE item of feeling greater ability to express love, tolerance for others, desire to help others, maintaining good health, ability to forgive, accept people, increased in optimism about future. A high percentage of respondents showed a decrease in anger, retaliation to hurt, health and wealth and standard of living. On CxEE items a clear majority of the respondents said that as a result of their experiences they believed that their life is being watched over by a higher force, and the experience of one of the most wonderful things to happen to them, among other things. Positive psychology endeavors to develop healthy and positive qualities of character, personal and social well-being. This paper suggests spirituality and spiritual experiences can facilitate this process, and has various implications for positive psychology.

Growing older, not old: Generative identities into later life

A. O’Hanlon & P. Colman, Southampton University.

Objectives: The current study sought to test a new measure of generativity (GIM) and to examine its relationships with attitudes to ageing and psychosocial well-being. Generativity refers to the vital role adults in mid and later life have in teaching, guiding and supporting younger generations (Erikson, 1950).

Method: Adults of all ages were recruited in the community (n = 322) and from the worldwide web (n = 1243). Items for the new Generative Identity Measure (GIM) were developed mainly from a detailed literature review. Additional measures included the General Attitudes to Ageing Scale (O’Hanlon & Colman, 2002) on psychosocial well-being (Ryff, 1991) and experiences in close relationships.

Results: Replicated across sample groups, results indicated; (1) that the new five-item generativity identity measure had good reliability and validity; (2) that generative identities were significantly more important in mid adult ageing and psychosocial well-being; and (3) experiences in close relationships explained part of the variance in generativity scores.

Conclusions: The new Generative Identity Measure (GIM) has good psychometric properties and is easy to read and score. This new measure may be useful for professionals interested in challenging ageing stereotypes. By examining one of the most ‘positive and proactive aspect of adult development’ (McAdams et al., 1993, p251) it is hoped that this research, with its associated measure, can be used in ways to facilitate optimal health and well-being for more people into later years.

Character, will and habit: A philosophical look at positive psychology

J.O. Pawelski, Vanderbilt.

In his book Authentic Happiness Martin Seligman notes that the concept of character will and were largely ignored by 20th century schools of psychology. He argues that these concepts, central to positive psychology, need to be reintroduced to 21st century schools. For Seligman, character must be understood in terms of strengths and virtues and as something that can be formed through positive psychological interventions. Habit is a rich concept central to the philosophical view of Aristotle and American pragmatist, William James and John Dewey. Understanding habit as they did allows us to explore the concrete means by which will can form character. Since habit is based in physiology it also allows us to include the body in the development of character.

A new programme of personal education

N. Popovic, Institute of Education, London.

The paper argues that education about psychological aspects of human life is still largely neglected in main stream education and there is an urgent and increasing need for a new approach that will address them in a systematic and comprehensive way. The present attempts at such education (usually within PSHE – Personal, Social and Health Education) that focus mainly on some ‘burning’ issues (drugs, sex and careers) and crisis preventions offer some methods and exercises that should enable students to achieve a greater mastery of an area, and the reflective level raises some issues for students to consider. This programme could contribute towards a more balanced and comprehensive education that young people and the society as a whole need more than ever.
Sticking jewels in your life?: Women with multiple sclerosis reflect on their strategies for living positively with illness

F. REYNOLDS, Health and Social Care, Brunel University.

Progressively disabling illness such as MS clearly presents many barriers to achieving a quality life. Without seeking to minimise these difficulties, this paper focuses on the positive values and strategies that women identify as central to living a quality life with MS. Twenty-five women volunteered to participate in the study. They were coping with a wide range of physical impairments related to their MS. Semi-structured interviews were carried out at a location of the participant’s choosing. During the audio-taped, transcribed interview material followed the constant comparative method. The women’s positive strategies included maintaining meaningful caring for others, adapting pre-illness skills and interests to their changing levels of physical functioning, making constructive use of precious time, positive social comparison and retaining a sense of humour. One participant summarised the views of many, by emphasising that ‘Friends, communication, sticking jewels in your life, and remembering that you are here to enjoy life’ were central to her positive philosophy. The themes and quotations from the women discussed here emphasise that disabling illness does not necessarily prevent people from aspiring to achieve a wide range of positive goals in their lives.

The history of humanistic psychology

J. ROWAN, London.

The idea of a positive psychology is sometimes presented as if it were something new. However, there have been positive psychology movements since late 1930s at least, which came to prominence in the 1960s and 1970s. This paper attempts to trace some of these, so that we can all be aware of these early origins. The first historical landmark is the Old Saybrook conference in 1964. Before that there has been the launch of the Journal of Humanistic Psychology in 1961, and the founding meeting of the American Association for Humanistic Psychology in 1963. But it was with the Saybrook Conference, organised by James Bugental, that the movement really came together. In 1970 came the first international conference, held in Amsterdam, after that there was a rapid spread of humanistic psychology into various countries, including Japan. In Britain an independent positive psychology movement which has flourished since, and in 1973 brought out a journal, Self & Society, which still continues. The first British national conference was held in London in 1977, and several successful conferences followed, held in Geneva, Paris, Rome, Zurich, Guildford and Barcelona. In 1979 the AHP made its first political pronouncement, opposing nuclear power. This was the first time that humanistic psychology had stepped on to the political stage, marking an important turning point. Today the AHP is active in Britain, the US and other countries, and hosts a yearly conference on conflict resolution in St. Petersburg. This looks like a positive psychology to me.

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Choice and well-being: Why less can be more

B. SCHWARTZ, Swarthmore College.

We live in a time and a place in which freedom and autonomy are valued above all else and in which expanded opportunities for choice are regarded as a good thing. The well-being of individuals and the moral well-being of the culture. But evidence is beginning to accumulate that choice, autonomy, and freedom can be excessive, and that when that happens, freedom can be experienced as a kind of tyranny, with resulting increases in people’s dissatisfaction with their lives. The problem of excess freedom is particularly acute for people who aspire to ‘maximise’ – to get the best possible result out of every situation. Maximisers are less happy, less satisfied with their lives, less optimistic, and more depressed than ‘satisficers’ – people who aspire to ‘good enough’ results rather than the best. Being a maximiser interacts with increases in the available options to make them adapt to good things more disappointing, escalate expectations about the results of decisions, and increase societal differences don’t turn out as well as people expect them to. Significant tasks for a future psychology of ‘optimal functioning’ are to de-emphasize individual freedom of choice, to determine what cultural consistencies people live meaningful and satisfying lives, and to find ways to encourage people to be satisfied with ‘good enough’.

Positive psychology

M. SELIGMAN, Pennsylvania.

Positive psychology is the study of positive emotion, positive character traits, and positive institutions. It represents a sea change in the social sciences, a change from an exclusive concern with healing damage and repairing weaknesses to a psychology of understanding and building human strength. My new book, Authentic Happiness, discusses interventions that amplify positive emotion and that build strength. I believe that psychology in this decade will supplement its focus on healing mental illness with a new focus on understanding and building the best things in life.

The well-being of twins:

Psychological and sociological work by twins and mothers of twins

E. SHACKLE, Plater College, Oxford.

This paper argues that psychologists need to take social and cultural perspectives into account as well as personal and developmental ones in any discussion of the welfare of twins. Attention is drawn to developmental and social analyses of twinship which is a different experience for women who have a close acquaintance with twins (i.e. twins and mothers of twins). There is a growing literature on twinship by academic psychologists, professionally qualified twins/twin relatives (cf Rosameau, 1987; Sandbank, 1999; Shacklie, 1998, 2002 (in press); Stewart, 2000; Woodward, 1998). The twin and the twin couple can be seen as a minimal group, distinct from other groups, important in parenting, and different from growing up as a singletons. The twin and the twin couple (as well as other multiple birth children) are dissimilar in important respects to singletons and have to deal on a daily basis with the ways in which these groups construct ‘twinship’ in society. Such constructions also affect twins’ lives in adulthood. A wide body of literature in psychological literature to the author will seek to illuminate those issues concerning well being that matter to twins and their families.

Mental toughness and hardiness:

A cross-sport investigation

M. SHEARD & J. GOLDBY, University of Teeside.

Objectives: The purpose of this investigation was to examine the differences between sport performers of different ability level and gender.

Design: Data were collected using questionnaires designed to measure attitudes, feelings and behaviour towards their sport, in order to identify potential differences in the specific areas of mental toughness and hardiness.

Methods: The Psychological Performance Inventory (PPI) and Personal Views Survey III-R (PVIS-III-R) were selected for use due to their adequate psychometric properties, were administered to a sample of international, club and university performers in 231 men and 231 women. The sample comprised 231 sportsmen and sportswomen currently participating in the sports of: rugby league, rugby union, basketball and golf. MANOVA and Discriminant Analysis were used to examine for significant differences.

Results: Preliminary findings indicated a number of significant differences between the various sports, ability levels and gender. Significant differences were found in the psychological domains of: self-confidence, negative energy, attention control, visualisation and imagery control, motivation, revised self control, commitment, control, challenge and total hardiness.

Conclusions: The implications of these results are discussed in terms of psychological preparation for the different sports and the application of appropriate strategies for improving mental toughness and hardiness. The need for intervention studies to demonstrate the efficacy of such strategies is also discussed.

WHoSe Quality of Life is it anyway?

S.M. SKEVINGTON, WHO Centre for the Study of Quality of Life, University of Bath.

The international research program reviewed in this paper describes the development of a new cross-cultural measure for quality of life assessment in health by a collaboration set up by the World Health Organisation in the early 1990s – the WHOQOL Group. The WHOQOL is a multidimensional instrument that assesses 25 facets of quality of life and this multilingual instrument is available in around 40 languages. The research shows how a problem-centred view of common health problems can be made more accessible and applicable in many diverse cultures. In contrast to the existing problem-centred approach to quality of life, the WHOQOL has been designed to address positive health in those who are well, in addition to those with health problems. Recent research to extend the spirituality domain of the WHOQOL-100 has identified several new facets connected with spirituality, religion and personal belief, and some of these findings will be presented and discussed.

Functional salutogenic mechanisms: An essay so far, so we...

D.F. SMITH, Biological Psychology, Aarhus University, Denmark.

This paper looks at cerebral processes that have a positive effect on health (Smith, 2002). Those processes are termed functional salutogenic mechanisms, as opposed to pathogenic processes that cause disease. Functional salutogenic mechanisms of the brain enable one’s outlook on life to benefit mental health, by affecting the neural circuitry associated with health. For example, the belief, originally formulated by Aaron Antonovsky (Antonovsky, 1979), that things will work out as long as one expects is a key aspect of the outlook of people who tend to stay well even when in potentially stressful situations. Believing in God, feeling happy, being mutually helpful, things normally change are also outlooks that can be salutogenic. Beliefs need not even be rational or realistic in order for them to be salutogenic, as shown by phenomena such as faith healing and the placebo effect. Such phenomena are what I call ‘healthy self-deception’. Thus, the brain responds to stimuli and interprets them, usually without one’s awareness, in ways that can enhance one’s well-being. I present a brief account of some of these currently known from brain imaging studies concerning neuropathways of these functional salutogenic mechanisms, with particular focus on the role of the mediodorsal nucleus of the thalamus in the regulation of mood. I believe that further research on psychological mechanisms in functional salutogenesis could provide new strategies for improving health.

Life insight and life composition:

Two elements of a psychological approach to an art of living

U.M. STAUDINGER, Technische Universität Dresden.

It is not chance that in the recent past we have begun to talk again about art of living and wisdom. The art of living and wisdom are concerns that promise solutions in times when it is not self-evident any more how to lead a good

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life. As we do live in an era of value pluralism, people search for orientation and meaning, and this brings back into the public realm concepts like wisdom and also art of life or art of living. Life insight and life composition are introduced as two central elements of a psychological approach to an era of values. These concepts are operationalized and empirical findings from adulthood and old age are presented. By integrating findings from wisdom and life composition, and applying the theory of self-regulatory mechanisms, we may identify the first elements of a psychological approach to an art of living.

The perception of life success and it’s relationship with happiness, satisfaction and well-being S. STEAR & R. ASCH, Aon Management Consulting & Cranfield University.

This paper begins by detailing the concept of Life Success, a comprehensive approach to Proactivity and goes on to discuss how Life Success relates to Happiness, Satisfaction and Well-being. It is noted that much research on life success focuses on those who would already be considered successful, for example high flying graduates or high profile individuals. The purpose of this research was to understand what success meant to ‘ordinary’ people. Having clarified the domains of life success, further research was undertaken to understand how success was related to the concepts of Happiness, Satisfaction and Well-being. The results showed that the five domains of Life Success—Career Satisfaction, Money and Status, Self Fulfilment, Respect (with societal fit), and Relationships. The greater the Life Success and Happiness and Satisfaction were Self fulfillment, Relationships, and Money and Status. The main predictors of Well-being were Self Fulfilment, Respect (and societal fit), and Money and Status. This research provides further support for the importance of work-life balance, indicating that people consider a number of factors important in their life success, not just succeeding in careers and being wealthy.

The fly in the ointment: Epistemological inappropriateness: The problematic paradox that lies at the heart of positive psychology R. STEVENS, The Open University.

A core assumption of positive psychology is that it should take a scientific approach in attempting to apply psychology to personal and social well-being. It is a scientific approach to the context of positive well-being? How far is this an appropriate epistemology to adopt? The methods by which science has been remarkably powerful for understanding the material world. Empirical research studies based on this approach have also made useful contributions in our understanding about the conditions for well-being (e.g. Seligman & Csikzenmihalyi, 2000). However, it is argued that the emergent properties of meaning and reflexivity (made possible by the evolution of the special human competences of language and theory) are outside the other habits of epistemology. For example, natural science is not adequate to deal effectively with values and what constitutes well-being. Positive psychology needs the epistemology. For example, the need for understanding and method and confront the philosophical problems these pose. Trivialist theory (Stevens, 1998) proposed a model of the person that takes into account the emergent properties of meaning and reflexivity and the epistemologies they require. The paper briefly considers the potential relevance and implications of this model for positive psychology.

Getting it: A theory of jokes and their operation in family therapy P. RALLAGHER, PhD, Family Therapy and Research Centre.

Clinical judgement (anecdote) suggests that positive use of humour within families is an indicator of potential for positive functioning. But there has been little attempt to study the use of humour during therapy, and existing theories of humour do not help therapists to use jokes therapeutically. A new theory of jokes is described containing a proposed dependency in relation to the search for causal attributions, and the activation and matching of schemata. Script theory and an appreciation of insults are used to enrich the description, and constructionist concepts provide a broader context. Old jokes will be used to illustrate the theory. Twelve sessions of family therapy and the discussion of major emotional difficulties were examined and a rich variety of forms of humour identified, with contributions by both therapists and family members. Some old instances of laughter were identified and the content subjected to a grounded theory analysis to create a classification for the various functions of jokes during therapy. The proposed theory of jokes is used to examine connections between humour and psychotherapeutic interpretations and to explore implications of systemic therapy in helping people to construct more positive meanings for their lives and relationships.

Mental adjustment in patients with gastrointestinal cancer K.T. SUKANTARAT, N. SAMANKATIWAT, S. GREER & R.C.N. WILLIAMSON, Imperial College School of Medicine & St. Raphael’s Hospice.

The way in which patients with gastrointestinal cancer cope with the stress of learning the diagnosis may affect their outcome (as it does in breast cancer). Moreover, the treatments then administered, whether surgical or oncological, may themselves exacerbate the stress. Physical and psychological symptoms were assessed before and six to 12 weeks after treatment in 47 patients with gastrointestinal cancer (men 30, women 17) who were referred from the pancreatic duct (n = 30) or other primary site (17). Physical health was assessed by symptom score (range 0–12), ECOG performance status (0–5) and the EuroQol scale (0–100), while psychological health was assessed by two self-assessment questionnaires: HAD (Hospital Anxiety and Depression Scale) (Mental Adjustment to Cancer). Physical health deteriorated slightly in the early aftermath of treatment, which was usually a major surgical resection, with psychological symptoms in symptom score (2.77 versus 2.62) and ECOG value (1.68 versus 0.98) and a fall in EuroQol index (84.9 versus 71.2). Likewise, there were minor increments in scores for depression (4.98 versus 3.33) and helplessness (9.68 versus 8.94) with a fall in fighting spirit (50.74 versus 53.49), compared with pre-treatment values; anxiety score fell slightly (5.47 versus 5.72). Statistical comparisons between the three physical and four psychological indices showed that five of these possible correlations achieved significance before treatment, while all 12 correlations were significant after treatment (Spearman correlation test). Thus there is a strong association between physical and psychological health in cancer patients irrespective of treatment, and those with abnormal levels of stress may receive appropriate therapy. The higher initial score for fighting spirit reflects the positive attitude taken by most cancer patients in the diagnosis of cancer of the pancreas and elsewhere in the gastrointestinal tract. The minor fall following treatment, reflects the fact that the patients had more physical symptoms in the early aftermath of operation.

Sense of humour, morbidity and mortality S. SVEBAK, Psychiatry and Behavioural Medicine, Norwegian University of Science and Technology, Trondheim, Norway.

Sense of humour may present a cognitive coping skill that moderates the health risks involved in exposure to stressful events. Findings will be reviewed from a series of studies of associations between sense of humour and presence of bodily complaints. A fairly consistent pattern of negative findings have been reported from studies that tested the possibility of a direct correlation of sense of humour with prevalence of bodily complaints. Although these studies addressed similar population settings, the findings have been supported in a large-scale study of a county population. In contrast, several studies have provided significant support to the assumption that sense of humour moderates effects of stressors upon health parameters. A moderating role has been reported for bodily complaints such as musculoskeletal pain, depression, cold as well as upon immune function (salivary immunoglobulin A) and negative mood. Only very recently has a prospective design used to test these to research to test effects of sense of humour upon mortality in a sample of patients with end stage kidney failure. Sense of humour proved to be the strongest predictor of survival for the following two as well as three years.

Positive ageing G. VALLAINT, Harvard.

Objective: Until now, few studies of positive ageing have begun with 50- to 60-year-olds, not adolescents. Premature deaths, childhood variables and alcohol abuse have been often ignored. So has positive ageing.

Method: The present study follows two cohorts of adolescent boys (237 Harvard students and 333 inner City youth) from age 15 to 20 until death. Complete physical exams were obtained every five years and psychosocial data every two years. Predictor variables assessed prior to age 50 include six variables: psychological factors: parental social class, family cohesion, major depression, ancestral longevity, childhood temperament and physical activity at age 15, and seven variables reflecting (at least some) personal control: alcohol abuse, smoking, marital stability, exercise, birth weight, education, mechanisms and education. The six outcome variables chosen to assess positive ageing at 70 to 80 included: four objectively assessed variables (physical health, survival, life satisfaction prior to 80, social supports, and mental health) and two self-rated variables (instrumental activity of daily living and life enjoyment.)

Results: Multivariate analysis suggested that ‘good’ and ‘bad’ ageing from age 70 to 80 could be predicted by variables assessed at age 15 and 20. Those with 50. More hopeful still, if the seven variables under some personal control were controlled, depression was the only uncontrollable predictor variable that affected the quality of subjective and objective ageing.

Conclusions: We may have greater personal control over our bio-psychosocial health after retirement than previously recognised.

What’s positive about positive psychology? Some critical remarks to the developing field J. VITTERSO, University of Tromsø, Norway.

Researching the positive sides of human life is an intriguing enterprise. For the undertaking to be successful, however, care should be taken to ensure a sound development of fertile concepts and appropriate methods. Currently, important themes and critical issues remain vague within the field of positive psychology. Examples of issues that need to be resolved will be presented, such as the definition of constructs and their measurements, the application of the construct to different cultures. Moreover, conflicting views on the stability of subjective well-being, and on the number of dimensions needed to describe human well-being will be analysed. The paper will in particular address the difference between hedonic and eudaimonic well-being.
framework relevant to any employment-related role (employee, unemployed person, home-maker, retired person, etc.). Influential features in the environment include the opportunity that is available for personal control and for the use of one’s skills; and individual factors linked to well-being include personality dispositions such as neuroticism. Although affective well-being is typically reduced during enforced unemployment, there are wide variations between people in jobs, unemployment, retirement, etc. In developing procedures to enhance well-being, it is necessary to consider, in addition to affect, the appropriateness of particular behaviours in a given situation.

The effects of experience on the explanatory style of Holocaust survivors

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Explanatory style refers to the way in which individuals habitually explain adverse events. The tendency to exhibit a pessimistic or optimistic explanatory style is considered to be a stable personality trait. Alternatively, research suggests that exposure to traumatic experiences has long-term effects on individuals including increased pessimism, illness, and feelings of hopelessness (Eitinger, 1961). The purpose of this study was to assess the explanatory style in two groups of Holocaust survivors. The content analysis of verbatim explanations (CAVE) technique was used to rate the explanatory style from audiotape interviews of Holocaust survivors. Results indicated that the Holocaust survivors exhibited an optimistic explanatory style. No significant difference was obtained between the explanatory style of Holocaust survivors, who had endured concentration camps, and Holocaust survivors, who had survived the war in hiding, or in a Ghetto. Accordingly, the prediction of a pessimistic explanatory style due to prior experience with trauma was contraindicated. It is unclear, however, whether the obtained results reflect the maintenance of predisposing optimistic styles or a positive reaction to successful survival.

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The ‘best’ way to do therapy: Deconstructing theoretical orientation

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This paper explores the findings of one study, which forms part of a larger scale investigation into therapist-client constructions of clients. The study addressed by this paper deconstructed therapist constructions of therapeutic theoretical orientation, within the context of therapist-client conversations.

Method: Three interviews with trained therapists were conducted and fully transcribed. Interviews ranged from 30 to 50 minutes in duration. Transcripts were analysed using a Foucauldian Discourse Analysis, according to principles set out by Carla Willig (2001). This method of discourse analysis places emphasis on the functions of different constructions, placed within a cultural context. It also explores the possibilities this makes available for therapist (and client), and the positioning they are offered in terms of power.

Findings: Different types of constructions of theoretical orientation suggest that any given construction may be utilised according to contextual cues, in order to achieve certain functions. This may be relevant to therapy practice as it may contribute to therapist-client power dynamics. This research also has implications for the field of Psychology in general, as it explores constructions of the different schools of thought on which theoretical orientations are dependent on.

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Conversational and functional prosody in infant directed speech, evidence from a naturalistic study

J. BARNETT, University of Reading.

The study presents evidence for the existence of functional and conversational prosody within infant directed speech. The data comprises over 5000 parental utterances and infant vocalisations recorded in the home over a 24-hour period, with no observer present, potentially, a more ecologically valid sample consists of four families of similar age, education and social status. Using utterance types from Korman, PhD, Lancaster University, in progress, originally from Snow, 1977. Utterances were transcribed and annotated and analysed with the following aims in mind. Firstly to describe the structure and functional prosodic characteristics of infant-directed speech as it occurs naturally in the home. Secondly, to examine the relationships between conversations, both at the level of the utterance category and individual utterance type. Thirdly, to investigate the effects of the combined features naturally occurring infant directed speech on the emotional state and vocalising behaviour of the infant. And, finally, to compare both the quality and quantity of infant-directed speech, produced by and perceived by both mother and father. The data was not reduced in any way: all 5000 utterances were coded. They were firstly allocated to an Overall Utterance Category (Turn Construction [speechAuxiliary] and individual utterance type. The former is comprised of those utterances with syntactic function and semantic content, and the latter comprises declarative utterances and commands. Utterances within the latter category were those without semantic content, employed to affect the infant in some way. Examples are imitations of infant vocalisations (Bwaw), exhortations (EH?) and songs and rhymes. Utterances were also coded for speaker, intonation contour and whether or not the utterance was a repetition of its predecessor. Infant vocalisations were also included in the analysis and were coded for emotional state: (e.g. happy, discomfort, upset). Two independent annotated 100 utterances with an overall reliability of 90 per cent. Results supported findings of previous research in terms of the features prevalent in infant directed speech and functional and semantic features included short, grammatically well-formed utterances, a high number of repetitions, as well as as a high number of repetitions and sounds. Prosodic features included exaggerated, highly stylised intonation patterns, mostly found attached to utterances within the auxiliary utterance category. Prose could also be identified, as well as those featuring a more conversational prosody, an adjusted form of adult-directed speech and the resultant intonation and those utterances employing functional prosody, highly stylised intonation contours. It was also found that utterances in the latter category were reliable and consistently linked with infant vocalisations suggesting that parents adopt functionally and developmentally appropriate interaction is to affect the emotional state and vocalising behaviour of the infant. Mothers and fathers speak to infants in distinct voice the basis of prosody with fathers employing more conversational prosody and mothers using more functional prosody. Results from this study suggest that in addition to categorising according to syntactic and communicative function, categorisation according to prosody is vital in order to describe the dual roles of infant-directed speech.

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The ‘spatial’ and ‘social’ components of gaze direction perception

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Observing the averted gaze of a conspecific results in the reflexive orientation of attention to the corresponding area of space. That is, reaction times to discriminate targets quicker when the pupils are oriented towards the same area of space as the subsequent target location. Experiments reported here suggest two processes that affect the attention system in differing ways. In conditions where the pupils fixate the observer, then visibly move away, a reaction time pattern which resembles classical cued progr. Reygns can emerge. That is, temporally separating the gaze cue from the target by a short SOA (100ms) results in an average advantage for targets in the congruent visual hemispace. Over longer SOA’s, this advantage reduces. In a second condition, participants observed the pupils appearing from behind grey occluders; the pupils already started to move. This led to a replication of Driver et al. (1998) who found small advantages at early SOA’s, with large advantages at late SOA’s. The results can be explained in terms of two processes interacting. The dorsal visual system may be shifting attention following the observation of shifted gaze. Staring at orienting may result if the eyes are seen to move, as the dorsal V5 area is active for motion. If the eyes do not move, early dorsal activity is minimal. Whether the eyes move in the temporal stream (e.g. Superior Temporal Gyrus) is activated in order to recognise gaze. This activity takes longer to feed parietal areas (dorsal stream) which affect the process of shifting attention. Hence, temporal advantages are seen only at later SOA’s. This model may be developed to incorporate theories of social learning and attempt to explain pathologies of social cognition.

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Neuropsychology, delusions and modularity: The curious problem of belief

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This study of delusions caused either by mental illness, brain injury or other physical cause is being tackled by researchers wishing to understand the processes that cause and maintain both pathological and normal beliefs. The recently developed field of cognitive neuropsychiatry aims, as David and Halligan (1996) wrote, “to take a symptom (the disembodied critical voice; the disjointed utterances; the lack of feeling for others; etc) and treat it as if it were a neuropsychological abnormality.” Fodor (1983) has argued that belief is a central process that does not reside in the brain as a modular, encapsulated system, meaning many of the most useful conceptual tools used in neuropsychology (such as looking for double dissociations between patients’ task performances) cannot be applied. Nevertheless, a similar hurdle has been tackled once before, in the study of the frontal-executive system, which was considered to be similarly non-modular. However, it is possible to make useful parallels from this research to provide a conceptual framework to approach the neuropsychology of delusions.

This paper explores the findings of one study, which was considered to be a similar non-modular. However, it is possible to make useful parallels from this research to provide a conceptual framework to approach the neuropsychology of delusions.

Conclusions: This paper explores the findings of one study, which was considered to be a similar non-modular. However, it is possible to make useful parallels from this research to provide a conceptual framework to approach the neuropsychology of delusions.
relevance for the identification of lesbian and bisexual women who are at elevated risk of SH. The implication of these findings to current prevention among lesbian and bisexual women are discussed.

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The development of co-operation in young children
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This research was designed to investigate the ontogenetic origins of children's co-operative skills in three naturalistic settings. The 62 participants (29 males and 33 females) were aged between 39 months and 57 months. The direct interaction strategies of focal children and incidence sampling were used during 426 hours of free play. Data on object struggles, visual regard and sharing interactions were collected. There was an interesting and unexpected finding in that the participants tended to co-operate more with 'non-friends' than with their friends - a result contrary to previous experimental research. However, dominance appeared to play a major contributory role to co-operative exchanges in naturalistic settings. This was further supported by the findings that gender, age or socio-economic status did not seem to have accounted for differences in the prevalence of co-operation. The results are discussed in terms of Charlesworth model (1996) that suggests that dominant or socially intelligent children use a variety of resources (including co-operation) in order to compete for resources.

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The construction of Autism: Investigations in online communities
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The principle aim of the study was to explore how the perspectives of individuals with autism can be heard and understood using new online technologies. Recent papers have highlighted the increasing use of Internet technologies by people with autism. For instance, it has been noted that both a forum for self-advocacy movements, and a ‘safe’ way of meeting other members of the ‘autistic community’. Dekker (2000, p.1) has claimed ‘...the internet is for many high functioning autistics what sign language is for the deaf’. The Internet was, therefore, considered to be a necessary tool in establishing contact with ‘autistic groups’, and ensure that their opinions and experiences are reflected in current research. Several internet discussion lists were joined by the researcher who followed on previous research, became a silent member of the groups for four months. The primary focus of all the lists was discussions surrounding autism (Champion, 1999). Methodology was informed by consideration of ethical issues surrounding qualitative research with children. Findings from the groups were analysed using discourse analysis techniques following an initial thematic analysis. Discussions dominating groups primarily consisted of people identified as having autism, surrounded issues concerning diagnosis and constructed differences between those with autism and those ‘typical’, that is, those who do not consider themselves to be autistic.

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The role of self-efficacy expectancies in infant feeding behaviour
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Despite the vast research literature concerning applications of Self-Efficacy Theory (Bandura, 1977) to social, and more recently health, behaviours, there has been little research as to the efficacy expectancies in infant feeding behaviour. This longitudinal study examined the behaviour-specific, and generalised self-efficacy expectancies of 85 first time mothers. Behaviour-specific self-efficacy expectancies were measured using a scale specifically designed for use in the study. Items were generated from analysis of a series of focus groups and a survey of breastfeeding and pregnant mothers using Thematic Content Analysis. Generalised self-efficacy expectancies were measured using Schwarzer and Jerusalem's (1995) Generalised Self-Efficacy Scale. Self-efficacy expectancies were measured at three stages: once during pregnancy (stage one), once during the first six weeks postpartum (stage two), and finally at four to six months postpartum (stage three). Data was analysed using SPSS. The effects of type of self-efficacy expectancy, stage of study, and infant feeding experience were examined. Analysis of variance (ANOVA) showed there to be significant effects of type of self-efficacy expectancy at all stages of the study, with participants’ bottle-feeding and generalised self-efficacy expectancies being significantly higher than those for breastfeeding. ANOVA also revealed a significant effect of stage of study, with participants’ behaviour-specific and generalised self-efficacy expectancies at stage one being significantly lower than those measured postnatally at stages two and three of the study. Concerning the effect of infant feeding experience, ANOVA also showed there to be significant effects of experience for both breast-feeding and bottle-feeding self-efficacy expectancies, but no significant effect for generalised self-efficacy expectancies at two and three of the study. Findings are discussed with regard to the development of women-centred theory and practice.

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A Focus Group investigation of everyday uses of music and musical identities
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Music permeates our everyday lives more now than at any point in the past. From elevator music and drive-time radio to supermarket ‘ambience’ and advertising, music is subjected to musical stimulation constantly. As such, it is of major importance to understand the effects that musical habits have on our daily lives. There exists an extensive literature highlighting the effects that music has on a wide range of physical, emotional and behavioural factors (Hargreaves & North, 1997; Justlin & Sloboda, 2001). Recent research has centred on the extent to which music contributes to our daily lives (Slobodin & North, 1997; Juslin & Sloboda, 2001). The present study aims to enrich the existing body of, largely quantitative, literature in this area through the use of qualitative methodologies. In utilising focus group research, the authors aim to better understand the relationships between everyday music listening and identity. Pilot focus group data will be presented and preliminary analysis in terms of emergent and recurrent themes will be discussed.

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The experiences and coping strategies of children of depressed parents
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Most research examining children of depressed parents has focused on child maladjustment, difficulties in child-parent relationships and dysfunctional parental behaviour. However, little is known as to how familial discord and/or breakdown. Few studies have asked children about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation. The aims of the present study were to explore the perspectives of 20 children (aged 12 to 17 years old) of depressed parents about their understandings and experiences of living with depressed parents and how they deal with their family situation.

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Children’s handling of the representational role of words: A comparison of performance on the false word task and the moving word task.
J. COLLINS, Keele University.

The false word task (Blamey, Robinson & Champion, 1999) assesses children’s understanding of the representational function of words that are turned face-down. The moving word task (Blaynok, 1997) assesses some understanding in pre-readers when the word remains face-up. In the present study, sixty-four four and five year old children undertook either face-up or face-down versions of both tasks. In the false word task, nearly all of the children correctly named the changed property of the referent. However, the use of the identity of the sticker word difficult and some judged that the word updated to stay in match with the changed property. In the referent, some of the children were unable to recall the identity of the initial property of the referent. In the moving word task, nearly all of the children were able to correctly name the word in response to the introductory and consistent questions when the word was adjacent to the consistent model. However, for the inconsistent model, some children judged that the word meaning had changed to represent the adjacent inconsistent model. In the false word task, children found the word identity question easier when the word remained face-up. In contrast, in the moving word task, children found the inconsistent question easier when the word was face-up. The performance on both tasks improved as a function of age. Performance on both tasks was related to performance on a non-standardised test of reading ability, but neither relationship was evident once the effects of age were controlled for. Finally, it was found that performance on the two tasks was not related. Despite the superficial similarity between the errors children make on the two tasks, they impose different constraints on children’s understandings and highlight the effects that music has on our emotions and behaviour in daily life. Music has on a wide range of physical, emotional and behavioural factors (Hargreaves & North, 1997; Justlin & Sloboda, 2001). Recent research has centred on the extent to which music contributes to our daily lives (Slobodin & North, 1997; Juslin & Sloboda, 2001). The present study aims to enrich the existing body of, largely quantitative, literature in this area through the use of qualitative methodologies. In utilising focus group research, the authors aim to better understand the relationships between everyday music listening and identity. Pilot focus group data will be presented and preliminary analysis in terms of emergent and recurrent themes will be discussed.

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‘We’re not friends anymore! Unless…’: A study looking at the frequency and harmfulness of relational, indirect and social aggression
S.M. COYNE, University of Central Lancashire.

Children have a number of ways of being cruel to one another. The purpose of this study was to get a general overview of how relational, indirect and social aggressive behaviours occur in a given week. Another major purpose of the study was to determine how harmful adolescents felt these same behaviours were, as well as to detect any gender differences. The final purpose of the study was to test if the terms ‘indirect aggression’, ‘relational aggression’, ‘behavioural aggression’ differed statistically as well as definitionally. Adolescents from the north-west of England completed the RISA, a measure that compares adolescents from a variety of socio-economic backgrounds.

Results indicated that the average adolescent witnesses or hears about a great deal of aggression in a given week. This will be compared with the amount of aggression adolescent’s witness on television in a future study. Furthermore, there are specific types of aggression that occur more frequently than others. It was found that females rated indirect
and relational aggression as significantly more harmful than males, although males and females didn’t differ in the frequency of aggression they heard about or witnessed in these areas. A negative relationship was found between how frequent an aggressive behaviour was and how harmful it was perceived to be, particularly in the more indirect forms of aggression. Finally, evidence was found which supports a significant difference between males and females in reporting indirect, relational and social aggression. Findings will be discussed in terms of the existing literature.

COVAID: A treatment programme for angry, impulsive drinkers
B. CUSENS, Cardiff University.
Introduction: Control of Violence for Angry Impulsive Drinkers (COVAID) is a new intensive, structured, manualised, behaviour change treatment programme for people who persistently become aggressive after drinking. The desired outcome is the reduction of violence, and this is tackled by addressing mediating anger and impulsivity.

Method: Four male probationers aged between 23 and 31 completed the course. All four were serving a Community Rehabilitation Order for alcohol-related aggression. Psychometric measures aimed at evaluating progress in treating anger and impulsivity at the beginning and at the end of the course. Self-report information was collected on alcohol consumption, anger and aggression/violence throughout the duration of the programme.

Results: The process measures suggested that positive change had been achieved on most dimensions. Although there was no overall or reduction in drinking levels, the self-report data allowed participants to identify relationships between life events, drinking, and incidents of anger and alcohol misuse, and to feedback to the participants that the course was enjoyable, interesting and helpful.

Discussion: Findings suggest that the programme can have an immediate positive effect with repeat alcohol-related offenders. A six-month follow-up will be conducted and recidivism data will be collated to determine long-term success. This pilot study enabled the development of a detailed session manual to the extent that it is now complete for use by other professionals. This will enable more extensive data to be obtained and thus, a more comprehensive evaluation of the effectiveness of the programme. COVAID is a promising treatment programme, but more data are required to establish how effective it is, and with whom.

The role of social processing in individuals with and without sight
A. EARDLEY & L. PRING, Goldsmiths College, University of London.
Creating novel forms in mental imagery is the basis of the technique of ‘image construction’ (Finke & Slatyon, 1988; Finke, 1990). The task requires individuals to image a set of four shapes in their mind and, using imagery alone, to manipulate these shapes into a recognisable form. Pearson et al. (1999) have suggested that the key working memory component in the construction of such mental imagery is not the ‘visual’ component, which is closely related to the perceptual system, but rather it is the ‘spatial’ component. They also argue that the ‘visual buffer’, a central executive mechanism, mediates imagery generation (Pearson et al., 1999; Pearson et al., 2001). If it is normally spatial and not ‘visual’ then it would be expected that participants without sight would perform equivalently to sighted individuals with sight. The task was adapted for use, as a tactile task and in two and three dimensions, by 12 blind participants and 12 blindfolded-sighted controls. Participants carried out the mental synthesis task concurrently with each of a spatial interference task and a control task. The individuals with sight produced more elegant solutions than individuals with sight. Nevertheless, the spatial interference task resulted in fewer legible patterns for both groups. The participants born totally blind produced fewer patterns when working in two-dimensions as compared to three-dimensions. This was not the case for those with sight. These results seem to support Pearson et al.’s (1999) assertion that the spatial component of working memory is crucial. The role of the ‘visual buffer’ is brought into question when considering the working memory model the increasing evidence of the ‘convergence’ of sense integration. That is, at a cognitive and neuropsychological level, be taken into account.

Temporals effects and lateral inhibition on position matching with the Judd illusion
A. DUNN & P. THOMPSON, University of York.
Aim: Related to the Muller-Lyer illusion the Judd illusion creates a misperception of spatial location of the end and mid points in a direction opposite to the way it faces. In the experiment reported here, the Judd illusion by extending the line matching performance under four different temporal conditions (simultaneous, short, medium, long separation).

Method: 14 right handed participants made forced choice, relative left/right judgements (as directed) about the position of a target line between and to the right end point of the illusion. In the immediate condition the target line and Judd figure appeared together for 500ms before being masked. In the short, medium and long delay conditions the Judd figure appeared alone for 500ms, and was then mask for either 500,2500 or 4000ms (accordingly). The mask was positioned at the right end point of the illusion, which was its self removed 500ms later. Following this participants had to indicate the relative position of the target line using a button box press. Matching performance was plotted as a signal detection curve and PSE taken as a measure of accuracy.

Results: Significant effects (errors consistent with the illusion) were observed for both end points, however the magnitude of these illusions differed, both for end point and temporal conditions with larger effects after 2500 ms separation.

Conclusion: The introduction of a temporal delay leads to a shift in magnitude of illusion. However, whilst there is some element of increased temporal processing difficulty with increased temporal separation this pattern of results is also consistent with inhibition of return and has been interpreted as such.

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The role of sound localisation in speech intelligibility in noise
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Differences in sensitivity to baseband speech signals occurring at the two ears give rise to binaural cues that can be used to segregate auditory objects. Normally hearing humans can use these binaural cues in complex environments to improve speech intelligibility. There are a number of models that describe how these cues might be represented in the brain and attempt to understand how different configurations of binaural cues (giving rise to directionalised sound sources) affect speech intelligibility in noise.

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Creativity in mental imagery: The role of spatial processing in individuals with and without sight
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The role of sound localisation in speech intelligibility in noise
B. EDMONDS, Cardiff University.

The important of orthographic and phonological knowledge in children's early reading development
L. FARRINGTON-FLINT, Open University.

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There is experimental support suggesting that orthographic analogies play an important role in children's early reading development. In essence, research has demonstrated how young children can effectively use visual-based analogies in a variety of decoding unfamiliar words. Nevertheless, there have been recent debates and theoretical arguments questioning the validity of orthographic, rhyme-based analogies. Concerns have been raised over the extent to which orthographic analogies can be explained in terms of a phonological priming effect. The intentions of this present study were to test this and ascertain whether beginning readers could successfully recognise orthographic rhyme analogies. Second, to directly compare children's performance on the real word and nonword test items in the clue word task. Third, to examine the possibility that orthographic analogies could be explained in terms of a phonological priming effect. This present study used a revised version of Goswami’s (1988; 1990) clue word paradigm that incorporated real word and nonword test items. Primarily, nonword items were designed as a way of reducing word frequency effects and to limit the possibility of children adopting a ‘rime based’ guessing approach. A total sample of 246 children, readers, between the ages of five and six-years-old who were following the same National Literacy Strategy (DfEE, 1998), was included in this present study. These children had been assessed with earlier work, finding that beginning readers are capable of using a genuine orthographic analogy effect in early word recognition. That is, it was evident that the clue-word procedure taps into children’s ability of making analogies on the basis of orthographic similarities. On the basis of these findings, we rejected the claim that orthographic analogies were due to priming effects. These results are interpreted within a traditional framework that acknowledges the potential benefits of teaching children using an orthographic analogy reading strategy.

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Improving factory design: Understanding manufacturing worker variability
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Since the early 20th century human manufacture has been progressively reduced and simplified. Firstly, ‘division of labour’ initiatives proved that splitting tasks into smaller components and repetitive cycles improved human productivity. Second, the development of increasingly reliable, cost-effective machines encouraged organisations to automate production processes where possible. Consequently, workers’ tasks have become so highly regulated by deterministic, mechanical elements that performance can be modelled as consistently as that of the machines. Although people are known to influence overall operational efficiency, their production task performance is typically not considered in the automation of the productions. Consequently, people have been largely neglected in factory design. Factories are complex working environments designed by engineers. Many separate material, human, technological and informational elements are necessary for manufacturing, and these must be designed to interact compatibly. Using experienced knowledge, existing performance data, and detailed analysis, engineers are able to predict, evaluate, and plan the most satisfactory design. However, because worker performance is assumed to be as uniform as that of the machines people tend to be considered as simple and inflexible. In order to improve operational efficiency is clearly dependent on the accuracy of the predictions that are made at the design stage but there has been a lack of realistically accurate for human variability. Engineers are still ill-equipped to understand relationships and influences between people and the production systems that they are to design. This paper describes current research that aims to address this lack of knowledge in manufacturing system design. This study will involve manufacturing workers’ attributes, production task performance variations, and overall production perturbations in modern manufacturing facilities. It intends to identify the nature of, and relationships between, these variables. Ultimately, it will produce a single common source of reference for designers in order to improve their predictability capabilities.

Electrophysiological investigation of phonological processing in normal adult readers and adult dyslexics
T.J. FOSKER & G.L. THIERRY, University of Wales, Bangor

Developmental dyslexia is a disorder that is characterised by reading difficulties. Among other explanations, a deficit in phonological processing, especially for spoken language, has been proposed (Bradley & Bryant, 1978) have been proposed. A major question is to what extent this phonological impairment relates to implicit phoneme processing. We have designed an auditory Event-Related Potential (ERP) experiment to examine automatic attentional shifts towards phonological cues in normal readers and dyslexics. The experiment was designed so that performance was recorded while individuals were exposed to a sequence of consonants that were categorized as being phonologically related or unrelated. It was predicted that normal readers would show a phonological effect. We intended to replicate this significant P300 effect in response to Deviants to the same phoneme, although this effect should be relatively consistent as that of the machines. Although people are known to influence overall operational efficiency, their production task performance is typically not considered in the automation of the productions. Consequently, people have been largely neglected in factory design. Factories are complex working environments designed by engineers. Many separate material, human, technological and informational elements are necessary for manufacturing, and these must be designed to interact compatibly. Using experienced knowledge, existing performance data, and detailed analysis, engineers are able to predict, evaluate, and plan the most satisfactory design. However, because worker performance is assumed to be as uniform as that of the machines people tend to be considered as simple and inflexible. In order to improve operational efficiency is clearly dependent on the accuracy of the predictions that are made at the design stage but there has been a lack of realistically accurate for human variability. Engineers are still ill-equipped to understand relationships and influences between people and the production systems that they are to design. This paper describes current research that aims to address this lack of knowledge in manufacturing system design. This study will involve manufacturing workers’ attributes, production task performance variations, and overall production perturbations in modern manufacturing facilities. It intends to identify the nature of, and relationships between, these variables. Ultimately, it will produce a single common source of reference for designers in order to improve their predictability capabilities.

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Delusional ideation and its effect upon reasoning
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The objective was to test whether individuals high in delusional ideation exhibited reasoning biases on two different types of reasoning task. Previous studies (e.g. Ayton, 1998) have shown that delusion-prone individuals from the normal population, often solve thinking tasks in ways that are typically incorrect. Two studies were designed to investigate the cognitive deficit and self-serving bias hypotheses on delusional thinking. In both studies, a between groups design was used. A delusion prone group was compared to a control group. Scores on the Peters et al. Delusions Inventory (Peters, Day & Garety, 1996) were used as a basis for placing individuals from the normal population into high and low delusional ideation groups. In study one, two groups were compared on both realistic content and abstract content syllogistic reasoning tasks. In study two, two groups were asked to assume the role of a character in various scenarios. They were asked to build an argument against another character, and could choose to respond by either pointing out a logical weakness in the argument, or a response that would help them protect their own self-esteem. In study one, with the realistic content syllogisms, the high delusional ideation group showed significantly more of the most difficult problems. There were no differences between groups on the abstract content syllogism reasoning task. The high delusional ideation group showed significantly more of the logical weakness responses than the low delusional ideation group. The findings run counter to predictions as well as both the cognitive deficit and self-serving theories of delusional thinking. However, participants’ expertise and the heterogeneity of the sample used in study two, are considered as possible mediators of the effect.

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Hopelessness and self-regulation in parasuicide
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Background: The purpose of this study was to examine the utility of a social cognitive model, Self-Regulation Model (SRM; Leventhal, Nerenz & Steele,1994), for investigating suicidal behaviour. Self-regulation which conceptualises the individual as an active problem-solver whose behaviour is largely dependent on conscious and emotional representations, the coping strategies and their mechanisms for appraising these coping strategies. In essence, how one represents a situation is a key issue (i.e. whether one predicts which, in turn, predicts behaviour (i.e. suicidal behaviour). To our knowledge, this is the first study to test self-regulatory theory as an explanatory framework for suicidal behaviour.

Methods: 50 parasuicide patients recruited from the acute receiving wards of a West of Scotland hospital were assessed on the day following a parasuicide episode. They completed measures of hopelessness, depression, representations of ‘ill-health’, coping strategies, psychosocial adjustment and past suicidal history.

Results: A series of hierarchical multiple regression analysis was conducted with hopelessness as the initial outcome variable, this yielded a dual-pathway model of hopelessness. The first pathway showed the effect of perceptions of control and identity and the presence of past suicidal behaviour on less adaptive coping and subsequent hopelessness. The second pathway showed more chronic levels of time/duration of perceived suicidality/ill-health was associated with higher levels of hopelessness. This prediction was particularly strong for women.

Conclusions: The results provide support for the conceptualisation of suicidal behaviour within a self-regulatory framework – as a failure of self-regulation. Moreover, it is noteworthy that psychological constructs (control, identity, timeline and coping) have their effect even when past suicidal behaviour is taken into consideration. These findings have implications for mental health professionals and ought to be tested within a prospective design.

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Children’s decisions about what to believe in relation to their understanding and reports about the sources of their knowledge
S. HAIGH, Keele University.

Fifty-eight three to five-year-old children’s decisions about whether to believe a known belief or accept the experimenter’s contradicting suggestion were examined in relation to their ability to report the source of their beliefs. Both children and experimenters were encouraged to report the identity of pairs of pictures based on their differential access to information about those pictures. Children’s responses indicated that they were less than accurate in being able to give a final judgement about the identity of pictures and were then asked to report how they had come to know a picture’s identity. Three to four-year-olds were relatively accurate when determining whom to believe, yet could not report the source of their knowledge. Four to five-year-olds were also accurate at deciding whom to believe but could also report on the source of their knowledge. Young children showed implicit understanding of the link between access to information and correct belief in accepting or rejecting contradicting inputs from the experimenter only when it was appropriate to do so, at the same time as they failed to report whom to believe when their final belief was based on what they were told or their own direct experience of seeing.

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Cognitive and genetic profiling of Alzheimer’s disease: The influence of the Apolipoprotein gene on pathological cognitive decline
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A major risk factor for sporadic Alzheimer’s disease (AD) is the ApoE epsilon 4 (ApoE) gene located on chromosome 19. This gene, specifically the e4 allele, is understood as being a major risk factor of Alzheimer’s Disease (AD) and is therefore associated with cognitive deficits typical of AD patients. However, considerably less research has ventured into the prevalence and effect this gene has on cognitive performance and ‘at increased risk’ of developing AD. Through recruiting healthy unaffected siblings of probable AD patients along with control counterparts, we aim to understand any premorbid role associated with this gene. A comprehensive battery of cognitive tests is administered to all participants assessing a range of cognitive domains, example, verbal ability, and spatial recognition, together with genotype analysis. Preliminary results suggest so far no significant differences between siblings and controls for both genotype and cognitive performance but only for a subset of tests. Future directions aim to develop a more sensitive and accurate battery of tests. It is hoped this will provide greater insight into the predicative power of both cognitive factor and genetic risk factors for the development of AD; and more importantly the extent to which this gene can be used as a deterministic rather than associative gene in predisposing AD.

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Investigating potential drug therapies for Alzheimer’s disease in an aged rodent population
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Our population is made up of increasing numbers of individuals who are both terms ‘at normal’ and ‘at increased risk’ of developing AD. Through recruiting healthy unaffected siblings of probable AD patients along with control counterparts, we aim to understand any premorbid role associated with this gene. A comprehensive battery of cognitive tests is administered to all participants assessing a range of cognitive domains, example, verbal ability, and spatial recognition, together with genotype analysis. Preliminary results suggest so far no significant differences between siblings and controls for both genotype and cognitive performance but only for a subset of tests. Future directions aim to develop a more sensitive and accurate battery of tests. It is hoped this will provide greater insight into the predicative power of both cognitive factor and genetic risk factors for the development of AD; and more importantly the extent to which this gene can be used as a deterministic rather than associative gene in predisposing AD.

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AD brains and which has been linked with the impairments suffered in tasks of sustained and divided attention. A recent experiment has therefore been designed to test a variety of compounds, which influence the cholinergic system either directly or indirectly. The drugs used include acetylcholinesterase inhibitors. Cholinergic compounds were therefore administered to rats (aged 18 to 23 months) as well as young controls (aged four months). The rats’ performance on the primary task of visual attention (the five-choice serial reaction time task) and selective attention (a latent inhibition paradigm), was found to be impaired on the tasks and also that differential effects were found for each drug on choice accuracy, response latencies and omissions.

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Visual spatial attention and drug manipulations in aged rats
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The cholinergic hypothesis of geriatric memory dysfunction proposes that disturbances in cholinergic function, which occur in dementia and normal aging, play an important role in the memory loss and related cognitive problems associated with normal and pathological aging. It has, therefore, been suggested that enhancement of cholinergic function may produce improvements in cognitive dysfunction, including attention, observed in these populations. Therefore, in the present study, three drugs were administered to the cholinergic system (Tacrine, Cytisine and Thioperamide) and animals were tested on a five-choice serial reaction time task (5-CSRTT) which was examined. The aged animals were allocated to two groups on the basis of baseline accuracy on the 5-CSRTT. The aged rats were trained in a task that involves a to-be-remembered sequence, animals in the unimpaired group were tested with a shortened stimulus duration (25csec) in order to decrease their performance on the five-choice serial reaction time task (5-CSRTT) which was examined. The aged animals were allocated to two groups on the basis of baseline accuracy on the 5-CSRTT. The aged rats were trained in a task that involves a to-be-remembered sequence, animals in the unimpaired group were tested with a shortened stimulus duration (25csec) in order to decrease their performance on the 5-CSRTT. There was no effect of the cholinesterase tone, the nicotinic agonist, cytisine or the histaminergic antagonist, thioperamide, in improving choice accuracy at any of the doses administered. However, the compounds did differentially affect response latencies, errors of omission and perseverative responding. Following examination of attentional performance, participants divided attention in the Morris water maze using a standard reference memory procedure (aged 23 months). There was no difference in performance between these two groups. The study, therefore, demonstrated that heterogeneity in an aged population of rats was present but not a spatial memory task. The source of these differences is to be examined in subsequent histological analysis.

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Interruptions in the Tower of London task: Some initial task support for a goal activation approach
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Uninterrupted interruptions during execution of the Tower of London task incurred costs in terms of time taken to make the next move in a solution sequence. However, when a false move was made, errors (Experiment 1). Length of the interruption was found to have little effect on performance (Experiment 2). More critical was the nature of the interruption that occurred; those occurring straight after the planning stage were more disruptive than those either in the middle or end of problem solving (Experiment 3). The cost of interruptions was not reduced when participants were given prior warning, although this did result in a more cautious strategy (four months), who performed tasks of visual attention (the five-choice serial reaction time task) and selective attention (a latent inhibition paradigm). It was found that many of the aged rats were impaired on the tasks and also that differential effects were found for each drug on choice accuracy, response latencies and omissions.

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Irrelevant speech alternation effects: Attentional capture by violations of the attentional set?
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It is well documented that irrelevant background speech disrupts serial recall of visual lists. However, we report a novel effect in which changing the nature of the irrelevant sequence every few minutes shifts participants’ attention to ‘alternation cost’ at least for early serial positions. In Experiment 1, a cost was found when alternating between sequences containing eight irrelevant speech tokens and sequences containing 16 irrelevant speech tokens (but not vice versa). However, a comparable alternation cost was observed in Experiment 2 merely from changing the timing of the eight irrelevant items from being concurrent to being interleaved with the to-be-remembered items making it ambiguous as to whether the key factor in Experiment 1 was a change in dose per se or a change in timing between to-be-ignored and to-be-remembered events. Nevertheless, initial theoretical speculations centre on the idea that some types of changes in the nature of the irrelevant sequence, or/and its relationship to the to-be-remembered sequence, violates participants’ attentional set hence momentarily capturing attention away from the primary task in which it turn causes the additional disruption.

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How recognition memory is affected by a semantic context manipulation
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It has been shown that changing the context an item is seen in at study as compared to test, has a deleterious effect on recognition memory. This has been shown to occur in recollection but not the associated with normal and pathological aging. It has, therefore, been suggested that enhancement of cholinergic function may produce improvements in cognitive dysfunction, including attention, observed in these populations. Therefore, in the present study, three drugs were administered to the cholinergic system (Tacrine, Cytisine and Thioperamide) and animals were tested on a five-choice serial reaction time task (5-CSRTT) which was examined. The aged animals were allocated to two groups on the basis of baseline accuracy on the 5-CSRTT. The aged rats were trained in a task that involves a to-be-remembered sequence, animals in the unimpaired group were tested with a shortened stimulus duration (25csec) in order to decrease their performance on the 5-CSRTT. There was no effect of the cholinesterase tone, the nicotinic agonist, cytisine or the histaminergic antagonist, thioperamide, in improving choice accuracy at any of the doses administered. However, the compounds did differentially affect response latencies, errors of omission and perseverative responding. Following examination of attentional performance, participants divided attention in the Morris water maze using a standard reference memory procedure (aged 23 months). There was no difference in performance between these two groups. The study, therefore, demonstrated that heterogeneity in an aged population of rats was present but not a spatial memory task. The source of these differences is to be examined in subsequent histological analysis.

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The influence of role models for adolescents’ involvement and aspirations in music
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Background: Previous research into the adoption of role models by adolescents has suggested that adolescents are more likely to identify a celebrity as their role model than a non-famous figure. Little research, however, has looked at music per se, in terms of popstars, instrumental music teachers and musical relatives and friends. What is lacking from the literature is whether the musicians that adolescents follow relate to their own musical involvement and aspirations.

Aims: The present study aimed to address this notion by examining the extent to which adolescents’ levels of playing musical instruments (relevancy) or musical education (attainability), and values toward playing musical instruments predict their expectations and aspirations for becoming a professional musician. Method: 381 adolescents (females = 186, males = 195) aged 13 to 14 years completed a questionnaire that consisted of four main sections: A) demographics; B) playing musical instruments and singing; 3) beliefs and values about playing musical instruments; and 4) musical involvement. Results: Results from univariate and multivariate analyses found that adolescents involved in music (i.e. currently playing instruments) did not choose role models that were instrumentalists. Similar to those adolescents that did not play instruments, their admired musicians were singers rather than instrumentalists or composers/composition writers. Adolescents were more likely to want to become the admired musician, and believed they could become the admired musician if they wanted to. Results also showed that the adolescents’ beliefs and values about music do add to the prediction of aspirations and expectations for becoming the musical role model.

Conclusions: In line with previous research, musical beliefs and values add to the prediction of aspirations and expectations for becoming like the musical role model. These findings also provide further evidence that adolescents are more likely to identify with (and, therefore, more likely to become) the musical role model that, relevant, and whose achievements are perceived as attainable.

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Investigating the relationship between control, hostility and cardiovascular reactivity
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Accumulating evidence suggests a link between hostility and cardiovascular reactivity. Other factors, including gender and activity level, have been implicated in this relationship, but to date no work has been conducted to assess the contribution of control on the hostility-reactivity relationship. The aim of the present study was to examine the relationships between hostility, control, and cardiovascular reactivity. Design: 18 female and 36 male normotensive participants aged 21 to 77 years completed a word search puzzle. Participants were assigned to a high control condition (self paced task) or a low control condition (timed task). Participants were divided into high and low hostility groups using a median split of their scores from the Cook-Medley Hostility Scale. Perceptions of control were measured post-task. Blood pressure was recorded at baseline and immediately post-task.

Results: The word search puzzle provoked a significant increase in systolic blood pressure
The development of eating disorders from an emotional abuse perspective

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Aim: To investigate the development process of an eating disorder and examine the role of emotional abuse as a contributing factor.

Methods: The model is based on empirical evidence concerning childhood experiences at home and school, relationships and the development of eating disorders were carried out with women from two eating disorder help groups.

Found: Using interpretative phenomenological analysis (IPA) a model of eating disorder development was developed from six stages. Emotional abuse was found to be a multi-dimensional construct existing within the ‘parental style’ stage; the first and potentially most destructive stage of the process. Eating disorders were viewed not only as a coping strategy to gain life control but also as an avoidance technique to unresolved emotional issues in the women’s lives, deriving from emotional abuse.

Conclusion: The model furthered our understanding of eating disorder development.

The results show that NP effects...
Exploring psychology undergraduates statistical literacy: The concept of average
I. McMURRAY, University of Luton.
The objective of this study was to explore understanding of the concept of average in relation to Watson's statistical literacy model (2000). The term average, which encompasses the mode, median and mean are taught as part of the National Numeracy strategy (DfEE Standards website, 2000). Averages are also found in magazines, newspapers and the internet. This study investigated students' understanding of the concept of average as part of research methods course consented to complete six statistical tasks. In this presentation three of these tasks will be analysed. The first task considered the mean and median of workers salaries, taken from previous research (Carvalho, 2002) and the second task considered who was the better football player after observing their average goal scores (The Guardian, 2001). The final task taken from a year 7 schoolbook investigated students understanding of the weighted mean (Stanley Thomas, 2000). The tasks were analysed in relation to Watson's Statistical Literacy Model (Watson, 2000). For the workers salaries task students accurately carried out the basic algorithm to obtain the median and mean. When justifying which level of central tendency was appropriate students chose the mean, though the median provided a better description. Analysis of the football task found that students appreciated the average goals scored, but also questioned the average in a wider context indicating a high level of statistical literacy (Watson, 2000). However the third task which challenged students to interpret statistical literacy as they tended to calculate the mean on only half of the data. Student justifications of solutions will be presented. Students indicated that their research methods course had aided their ability to complete these tasks. Future studies are proposed with non-psychology undergraduates.

Moderators of the relationship between combined effects of psychosocial hazards and health outcomes
R. McNAMARA & A.P. SMITH, Cardiff University.
The effects of psychosocial workplace hazards on well-being are well documented. However, there is little research on the combined effects of workplace hazards generally (Smith et al., 2000). The purpose of this research to consider how psychosocial factors may produce effects on health and performance measures in combination, and also to consider the potential moderating influence of individual characteristics. This is an extension of the rationale and design of a survey examining how aspects of the job (e.g. workload, role ambiguity) and the organisation (e.g. lack of trust and communication) shape the cues used to retrieve autobiographical memories. Preliminary analysis of data collected over this period identified shared narratives including narratives of feminine sexuality and gender appropriate sexual behaviour (Pleydell-Pearce’s football player after observing their average goal scores (The Guardian, 2001). The final task taken from a year 7 schoolbook investigated students understanding of the weighted mean (Stanley Thomas, 2000). The tasks were analysed in relation to Watson's Statistical Literacy Model (Watson, 2000). For the workers salaries task students accurately carried out the basic algorithm to obtain the median and mean. When justifying which level of central tendency was appropriate students chose the mean, though the median provided a better description. Analysis of the football task found that students appreciated the average goals scored, but also questioned the average in a wider context indicating a high level of statistical literacy (Watson, 2000). However the third task which challenged students to interpret statistical literacy as they tended to calculate the mean on only half of the data. Student justifications of solutions will be presented. Students indicated that their research methods course had aided their ability to complete these tasks. Future studies are proposed with non-psychology undergraduates.

The temporally-extended self: Implicit motives and autobiographical memory
N.J. MOBERLY & A.K. MacLEOD, Royal Holloway, University of London.
An increasing amount of evidence suggests that goals and motives influence autobiographical memory processes. Drawing on a diverse body of research, Conway and Pleydell-Pearce (2000) propose a model of the ‘self-memory system’ (SMS) in which the goals of the working self shape the cues used to retrieve autobiographical memories. According to this model, the goals of the working self form a subset of working memory control processes. The present experiment investigated the effect of a concurrent working memory load on the retrieval of memories that were either congruent or incongruent to implicit motives. Participants were classified as being high or low on the achievement motive and high or low on the intimacy motive on the basis of their responses to a research version of the Thematic Apperception Test. Eight achievement- and eight intimacy-related words were used to cue autobiographical memories while participants performed one of two different tasks. Although the experimental task, but not the control task, was designed to engage working memory processes. Retrieval latencies for specific autobiographical memories were greater for high achievement individuals than for low achievement individuals and for congruent cues (e.g., achievement words for high achievement individuals) would be recalled faster than incongruent cues (e.g., achievement words for low achievement individuals). Although the concurrent working memory task was expected to increase retrieval latency for autobiographical memories relative to the control task, it was predicted that this impact might be reversed for congruent cues. Results are discussed with reference to Conway and Pleydell-Pearce’s (2000) SMS model and the distinction between implicit and explicit motives.

Researching the personal: Reflexivity in ethnic identity research
H. MONROE & P. NICOLSON, University of Sheffield & J. EMPSON, Sheffield Hallam University.
Although interrelated partner relationships and the birthing process are central to the constitution of the self, there is little existing research on the combined effects of occupational psychosocial stressors is likely to be additive: e.g. the presence of a number of negative factors will explain more variance in the outcome measures than any of the independent variables in isolation. Furthermore, although significant, the impact of individual characteristics (i.e. negative affectivity and coping style) will not be sufficient to explain all the variance in combined effects. Future studies will utilise more objective measures of work load and health.

Educational choice for children with motor disorders: The role of the service-providers: An overview
A. MORGAN, University of Wolverhampton.
The area of special educational needs (SEN) is at present, and has for a long time been, in a state of flux. Recent governmental initiatives such as ‘best value’ and inclusion have become instrumental in the gradual closure of special school provision in the U.K. At the same time, however, there has been a growth of alternative types of educational approaches and practices for children with SEN. Medical and technological interventions over recent decades have resulted in more and more children surviving what might hitherto have been life-threatening conditions. So as these children reach school age, what choices now, if any, are available to them and their parents, particularly with regard to pressure on ‘parental rights’. This research provides a social psychological inquiry into the area of conductive education, a relatively new and innovative educational approach for children with problems of motor control or co-ordination, a
result of non-progressive conditions such as cerebral palsy. Much research to date has concentrated on the perspectives of parents of children with motor disorders. This research therefore proposes to explore the viewpoints of educational ‘vectors’; the service-providers themselves. Through conducting semi-structured interviews with officers from local education authorities (LEAs), the research aims to examine the perspectives of social and emotional needs of dyslexia.


distributed over the verbal. The present study examines the relationship between cognitive style and dyslexia in higher education students as an approach to understanding the underlying principles of decision-making, at least within one LEA. The possible findings of this research should offer a deeper understanding of the discourses surrounding childhood disability and educational provision from a critical perspective. Moreover, they may have direct implications for policy-makers in terms of inter-agency collaboration.

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Interruption and similarity: Activation, interference and decay?

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Previous research has shown that dealing with interruptions whilst attending to a primary task can negatively affect performance on a subsequent task. Specific studies have identified that post-interruption performance on a primary task is negatively affected by interruptions that are similar in terms of process (e.g. Edwards & Gronlund, 1998; Gillie & Broadbent, 1989). The present experiment (one in a set of three) set out to investigate different forms of similar interruption (a three-disk Tower of Hanoi) at different points within a complex primary task (a four-disk Tower of Hanoi). The four-disk Tower of Hanoi task consists of three subgoals (SGs), each with one parent goal, and a different number of within goal moves requiring execution to achieve this parent goal move. Based upon theories of activation (e.g. Altmann & Trafton, 2002), interference (e.g. Waugh & Norman, 1965) and decay (e.g. Peterson & Peterson, 1959), it was hypothesised that post-interruption performance would be affected by post-interruption performance. Future research and applied recommendations are discussed.

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An examination of the relationship between cognitive style, dyslexia and learning support needs in Higher Education

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This project focuses upon the learning experience of students in higher education and investigates the extent to which different ways of presenting information might affect the levels of success experienced. The main aim of the project is to inform small-scale research project submitted as a Masters dissertation (Mortimore, 1998). Prior to 1998, cognitive style theory had not been applied on an experimental basis to dyslexia. This research examined the relationship between dyslexia and cognitive style in higher education students as an approach to understanding the underlying principles of decision-making, at least within one LEA. The possible findings of this research should offer a deeper understanding of the discourses surrounding childhood disability and educational provision from a critical perspective. Moreover, they may have direct implications for policy-makers in terms of inter-agency collaboration.

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All talk and no action?

K. NICHOLLS, City University.

An exploration of ‘action research’ principles and how such principles can be incorporated within a research project. Researchers investigating the application of social cognition in a practical research project a framework is needed to cover these processes. The idea is not to determine whether a word is read to the next fixation (the ‘add in’ condition). The results showed that observers were able to correctly determine depth order (according to the geometry of motion parallelism) in conditions 1 and 3, but depth order was ambiguous in condition 2. This suggests that extra-retinal estimates of translation are used in ordinal depth perception. Najuli@Cardiff.ac.uk

A case of ‘gesturesse’ – mothers modify child directed gesture

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Speech directed towards young children (aged 2–4) is characterised by consistent systematic modifications. Recent research suggests that gesture directed towards young children is similarly modified (‘gesturesse’). Gesture and speech assessments were completed by a unique communication system (communication stream), or motherese and gestures could represent distinct components (scaffolding to support linguistic development). The gesture patterns of 12 English mothers were observed with their 20-month-old infants while engaged in two tasks designed to differentially tap into scaffolding, free play and a counting task.

Modification of communication directed toward infants was expressed in gesture. Gestures accounted for 29 per cent of their communicative behaviour. English mothers employed mainly concrete deictic gestures (e.g. pointing) that supported speech by disrupting children and improving their verbal utterance. The gesture pattern was consistent across tasks. This distinctive pattern of gesture use for the English mothers is similar to that reported for American and Italian mothers, providing support for universality. These results support the communicative role of gesture in which gesture and speech are part of a unified communicative system. Moreover, child-directed gestures are not redundant with child-directed speech and do not merely represent simultaneous communicative acts with infants, use both.

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Automatic and attentional processes in visual word recognition

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The Stroop task is often used as the classic example of the automatic nature of word reading. This automatically argument was recently challenged in an article by Besner, Stoltz and Boutilier (1997). Using a novel variation on the Stroop task, they collected tapping and behavioral data of the word and found that this manipulation reduced, and in some cases eliminated, the Stroop effect. They argued that it is ‘mental set’ that determines whether words are identified at the semantic level or not. We show that research on eye movements in reading makes certain predictions about how language tasks will effect word reading. Specifically, we show that if the letter located at the Optimal Viewing Location (the point in a word at which word recognition time is minimised) is the colour carrier, the Stroop effect is as large in magnitude as when all the letters are coloured. We argue that this is due to the fact that an initial fixation at this position minimizes time needed for word recognition because it decreases the probability of the need for second fixations. If word recognition processes are allowed to proceed in which performance is optimised, word recognition does seem to be ‘automatic’. This has implications for dyslexia. bap20@biols.susx.ac.uk

The roles of social cognition, executive function, experience of negative emotions and emotion regulation in the emergence of conduct symptoms in school-age children

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Pennington and Ozonoff (1996) suggested a link between damage to the frontal lobes and symptoms of conduct disorder, implying conduct problems may be linked to deficits in executive functioning. Other researchers have studied the role of social cognitions in conduct problems and found conflicting evidence. This has implications for dyslexia.Williamson@Cardiff.ac.uk

Other researchers have found that children with these problems experience high levels of negative emotions (Hughes, Veltkamp & Beddows, 2000) and have suggested that emotions and emotion regulation are linked (Greenberg & Safran, 1984, cited in Crick & Dodge, 1994). The present study investigated the roles of social cognitions, inhibitory control and affective correlates in attempting to account for the emergence of conduct problems in young children. Measures of social cognition, inhibitory control, experience of negative affect, emotion regulation and verbal intelligence were assessed in 129 children aged eight to 11 years in schools across South Wales and southern England. Results revealed that social cognitive measures did not predict conduct symptoms when verbal IQ was controlled for. However experience of negative
The functional significance of the event-related potential ‘N250r’ in face and name recognition
E.C. PICKERING & S.R. SCHWEINBERGER, University of Glasgow.

Event-related potentials have been successfully used to distinguish between processing stages involved in face and name recognition. For example, the N250r has been associated with retrieval of semantic information. Further, a component termed the N250r has recently been reported for repeated items of visual word-stem studies of face-name matching. For repeated faces and names, the N250r is typically demonstrated by an increase in negativity at inferior temporal electrode sites, with a latency of approximately 200-300ms. This component also appears to be sensitive to stimulus familiarity, as it is smaller in amplitude for unfamiliar repeated names and faces than for familiar stimuli. Our findings show that this early repetition effect is observed predominantly at left hemisphere temporal areas for names, but at right temporal sites for faces. We present a series of experiments centred on the immediate repetition priming of familiar faces and names, and suggest that the N250r component reflects modality-specific recognition processes, perhaps at the level of the structural recognition units described by Payne and Beatty (1982).

Aided visual search in a virtual environment
A. PIERNO & A. CARIA, Royal Holloway, University of London.

We are investigating the reaction times of subjects performing a visual search task in a virtual environment that are always presented outside the initial field of view. Furthermore we are addressing the efficiency of auditory and visual cues on the search time. In order to guide the subject, a target, a white cross placed at one of eleven possible location in the virtual environment, we adopted a three-dimensional sound able to give information about the target’s location as auditory cue and a pointer as a visual cue. The subjects performed the task sat on a swivel chair wearing a head mounted display (HMD) and a pair of in-ear headphones. We employed three different types of auditory cue: a non-spatial sound composed of a triplet of white noise and another one that provide any information about target’s location, a transient spatial-sound composed of a triplet briefly played at target’s azimuth and another one providing spatial-sound able to provide the subjects with a constant information about target azimuth and elevation in relation to the head’s orientation. The subjects’ performance was tested filtering the non-spatial sound with the Kemar Manikin Head Related Transfer Functions (HRTFs) The visual cue was an updating arrow attached to the point of view of the observer that constantly indicated the direction and angular distance from the head’s position to the target. By the time of the conference this paper will have been submitted and we will possibly present further two experiments: one with a different type of visual cue and another one with the target will be presented among distractors.

The animate-being False Belief Task
R. RAI, Nottingham University.

The classic False Belief Task typically requires children to make prediction about where a character will act when they have a false belief. A typical question might require the child to predict where a character with a false belief (e.g. that an object is in a drawer under a table when it is actually on the table) will look for the object. Research has shown that the ability to pass the false belief task (e.g. for the child to predict that the story character will act on the basis of a false belief) will emerge at around the age of four years (Perner et al., 1987; Gopnik & Astington, 1988, etc.). Recent research by Symons et al. (1997, 2000) suggests that when the ‘object’ is replaced by an animate-being (i.e. a person, or anthropomorphized animal) a different pattern of development will occur. According to Symons et al., children improve at the animal false belief task from ages three to four. Unlike development on the ‘object’ false belief task, children then get worse at the animal false belief task (although Symons et al. still found children get better at the object false belief task). The current research project attempt to empirically investigate the possible causes for the ‘animal false belief task’. Initial experimentation on a population of 80 children, from ages three to five indicates that there is no significant difference in performance on the ‘animate’ and object false belief tasks for any of the age groups. The second experiment will employ a methodology more closely matching Symons et al.’s. In consideration of research by Leslie and Surian (1999) and Siegal and Beatte (1991), the test question was either ‘show me where X will do next’ and ‘show me where X will look first’. It was found that the animate location effect was replicated over the ‘animate’ and object ‘first’ condition. Further reasons for these were explored using a true belief task.

The temporal quality of chronic pain: Measurement issues and psychological impact
K. REID, A.J. ASBURY & M. SERPELL, University of Glasgow & R. MacDONALD, Glasgow Caledonian University.

The experience of chronic pain is a subjective, personal and often private issue that resists many of the empirical parameters that scientific enquiry demands. Recent research has suggested that 46.5 per cent of the general population may be experiencing this type of enduring and persistent pain. In most cases chronic pain is not life threatening but in many cases the pain is life burdening. This research aims to chart the temporal nature of pain in chronic pain sufferers. This paper will present results from an examination of the temporal quality of chronic pain and the nature of pain related fear, guilt and coping skills. An aim of the paper will be to alert the reader to the importance of the temporal quality of chronic pain and the nature of pain related fear, guilt and coping skills. The paper will discuss the implications of these findings for future research and for the practice of psychology.

Children with congenital heart disease: Implications for school psychologists
J. ROBERTS, University of Victoria, Canada.

Objectives: The primary purpose of this short talk is to present and discuss preliminary findings of a Canadian government (SSHRC) funded, qualitative study designed to better understand the school experiences of children with congenital heart disease and their families. Special emphasis will be placed on discussing how this data informs the practice of psychologists working with the school population.

Context: Congenital heart defects are found in 8 out of every 1000 live births and it is one of the most frequent and pervasive chronic conditions found in children. Significant advances in medical technology, new medicines, and surgical procedures such as organ transplants have dramatically increased the survival rate of children with congenital heart disease in the last century. However, even with these advances, children with congenital heart disease often experience chronic pain, fatigue, fear, guilt and coping skills. These issues may have serious implications for their school experiences. In order to better understand these impacts, a qualitative study was conducted with a population of children with congenital heart disease, their teachers, and their parents.
Latent inhibition as a function of masking task load, gender, and schizotypy level

M. SCHMIDT-HANSEN, Cardiff University.

Latent inhibition (LI) refers to retarded learning about a stimulus that has previously been pre-exposed without consequence. Eighty males and 80 females took part in a two-stage between-subjects design. In the pre-exposure stage the participants engaged in a masking task of either low or high load. During the pre-exposure stage, half of the participants were also pre-exposed to the to-be-conditioned stimulus (CS). In the second stage, which was the same for all participants, an instrumental contingency involving the CS was to be learnt. LI is the difference in criterion performance between the PE group(s) and non-pre-exposed group(s) (NPE). LI is normally found to be attenuated/abolished in high schizotypy and unaffected in low schizotypy. Recent research has found the same pattern when the masking task is low load, but the opposite pattern in high load. We aim to explore gender differences as a function of gender and schizotypy as a multi-dimensional construct. The results will be related to attentional dysfunction in schizotypy and to contradictory effects.

Facilitation of event memory in five-year-old children: The effect of drawing and question type on recall

A. ROWLANDS & M. COX, University of York.

We report the results of a study in which the use of drawing to facilitate young children’s event memory recall was investigated. Twenty-two five-year-old children experienced a video taped event. Children were subsequently interviewed 24 hours later in a step-wise manner (free recall followed by cued recall). Half the children were asked to ‘tell’ what had happened. Children were asked to ‘draw and tell’ what had happened. Children were asked to talk about their school experiences. In addition, families are encouraged to share relevant experiences of how to accommodate and provide support for their children. These interviews are taped, transcribed and analysed for themes and patterns of experience following a protocol analysis procedure (Polazzi, 1978) and Haase, 1987), and textual analysis is being carried out using Atlas.ti, a qualitative data analysis program. Such activities as selecting, coding and comparing textual segments. Preliminary findings of this study will be shared during the conference.

The role of biological motion in the recognition of animals: Differences between high and low fear groups?

B. THOMPSON, University of Sussex.

The human visual system has a specific sensitivity to the movements of other humans and of animals. This sensitivity to ‘biological motion’ has been well documented and research has even progressed to the point where the specific brain areas involved have been identified. Within the area of simple animal phobias several researches have suggested that the magnitude of the patients’ phobia was correlated with the fear response of the phobic individual. With this evidence in mind a series of experiments was designed to assess the role of biological motion in the recognition of animals and to address the question as to whether individuals with a high fear of specific animals would show increased sensitivity to that animal's specific motion patterns. Preliminary results suggest a role for biological motion in the maintenance of simple animal phobias, although certain methodological issues may be masking the strength of the effect. Subsequent experiments are in development in order to account for these factors.

Anxiety sensitivity, gender and pain perception

T. THOMPSON & E. KEOGH, Goldsmith’s College, University of London.

Groups high in anxiety sensitivity have been demonstrated to report greater sensory pain responses to cold pressor tests compared to low anxiety sensitivity, when participants are female (Keogh & Birkby, 1999). Given that type of pain induction appears to be critical in determining pain responses across gender, the aim of the present study is to expand Keogh and Birky's research to include heat as well as cold pain induction. Heat pain is operationalised as applying the hand with a temperature-controlled heated metal pad. Cold pain was achieved by participants placing their hand in a tank of very cold water (0–3°C). Upon completion of data collection, analysis will compare subjective pain, threshold
Psychotherapy in the cross-cultural and multi-cultural context: One fits all?
M. WAI WAN, University of Manchester.
An increasingly multi-ethnic society coupled with the call for evidence-based clinical practice has pointed towards a serious lack of psychotherapy outcome data on ethnic minority populations in the UK. The dearth of cross-cultural data has opened up questions regarding the underutilisation of services by ethnic minorities and ultimately, whether ‘western’ psychotherapy can be beneficial to all if mental health problems are culturally defined. The aims of the current paper are: (1) to present research that investigated the generalisability of a routine psychotherapy outcome measure (and a Chinese language version) by specifically comparing outcome scores from the non-clinical Chinese ethnic population with existing White European data; and (2) to explore whether cross-cultural comparisons are meaningful regarding the subjective mental health measure specifically (whether translated or original) and in the mental health context more generally. Chinese participants did not differ significantly from the European group in total or domain CORE outcome measure scores, but in the translated version, the C-CORE produced significantly higher scores than those who completed the original (although significantly lower than the clinical scores). The differences could be attributed to linguistic and cultural inequivalences of concepts, items and scales, particularly in the well-being dimension. The paper addresses the need for cultural sensitivity and considers difficulties in designing non-western psychotherapies for specific populations as well as issues concerning acculturation and symptom expression.

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Age of acquisition, not frequency, interacts with consistency in beginning readers
T. WEBB & K. MAYALL, University of Leicester.
We report evidence to support the notion that age of acquisition (AoA) is fundamental to the reading system (e.g. Ellis & Lambon-Ralph, 2000). In adults’ reading, late-acquired words that are consistent in their pronunciation have been shown to be recognised faster than those with exceptional pronunciations. In children’s word recognition there has been conflicting evidence as to whether word frequency interacts with consistency as it does with adults (e.g. Waters, Seidenberg & Bruck, 1984; Mayall, 2002), but AoA has not been controlled. The Ellis and Lambon Ralph model predicts an AoA x consistency interaction for even the youngest readers. In our study, children were randomly allocated to either a frequency x consistency (with AoA controlled) condition or an AoA x consistency (with frequency controlled) condition. Words were presented on a computer screen to the children and a voice key measured their naming latencies. The young children (six to eight years) displayed a strong interaction when AoA was controlled. By 10 years, however, this interaction emerged. Conversely, when frequency was controlled, even the youngest children displayed a strong interaction between AoA and consistency. This suggests that the frequency x consistency effect in beginning readers found in some previous studies may be due to a confound with AoA.

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Combined workplace stressors: Physical and temporal hazards and their association with self-reported health outcomes
B. WELLENS, Cardiff University.
Physical stressors (i.e. noise, fumes exposure, etc.) and temporal stressors (i.e. night work, shift work, long hours) have been implicated as factors that influence occupational health. Noise, for example, has been associated with a range of health outcomes such as psychological annoyance, hearing loss and some cardiovascular and gastrointestinal symptoms. Night shift work has been associated with an elevated risk of accident, disturbance of circadian rhythm, and in the long term with increased morbidity and mortality. However, many of these stressors are very unlikely to be present individually, often occurring simultaneously. There are also liable to be considerable confounding factors that cloud the relationship. The extent to which multiple stressors may offer a more negative outcome has not been often considered. Data from two large cross-sectional samples of the working populations of Bristol and Cardiff is used to address issues about the relationship between multiple physical and temporal stressors in the work environment and self-reported health outcomes. Exposure to multiple workplace stressors was found to be associated with more negative physical health, psychological health and accident outcomes. However, when considering the influence of potentially confounding variables, many of these associations disappeared. However workers
**Summary:**

What leads to stability in parent-child relationships? Studying parent-child conflict using multilevel modelling

**R. ROBERTS,** Institute of Psychiatry, King’s College London.

The present study investigates explanations for consistency of parent-child relationship conflict over a two-year period within a longitudinal sample of single-parent, stepfamilies and nonstepfamilies (n = 167 families). Conflicted relationships were assessed via questionnaire and interview. The explanatory power of two alternative explanations were contrasted using multilevel structural equation models. The first model based on current child behaviours at each time point explained 34% of observed stability in mother-child conflict within families (level 1) and 24% of observed stability across different families (level 2). In contrast to a model including variables related to current social context (variables at the family level) at each time point (e.g., socio-economic position, single parenthood, maternal malaise) explained comparatively less variation both across (23 per cent) and within families (12 per cent). Findings illustrate the need to address stability as well as change in parent-child relationships, and emphasize the importance of understanding children’s behaviour in accounting not only for differences in parenting within a family but also to what distinguishes parenting in different families.

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**Section Title:**

Families of the reproductive revolution: Parenting and child development in assisted reproduction families

**S. GOLOMBOK,** City University.

Since the first test tube baby, Louise Brown, in 1978, advances in reproductive technology have had a fundamental impact on the way in which families may be created. It is not possible for a child to have five parents, an egg donor, a sperm donor, a surrogate mother who hosts the pregnancy, and the two social parents whom the child knows as mum and dad. In addition, a small but growing number of lesbian and single heterosexual women are opting for assisted reproduction, particularly donor insemination, to allow them to conceive a child without the involvement of a male partner. In these families there is no father present right from the start, and many lesbian families are headed by two mothers. This presentation will examine research on the psychological outcomes for parents and children in assisted reproduction families with particular attention to the issues and concerns that have been raised by creating families in this way.

**Children and technology: Bringing culture into developmental psychology**

**C. CROOK,** Loughborough University.

This presentation offers a personal review of how developmental psychology has responded to the theme of children and technology – as witnessed over the past 15 years. The commentary is organised in relation to matters of learning, play and communication. Children’s engagement with technology has been relatively overlooked as a research topic for developmental psychologists. This situation is viewed as symptomatic of a more general resistance to theorising development in cultural practice terms. Thus it will be argued that, despite a lionising of Vygotsky, the discipline still needs to embrace more firmly the challenge of a cultural approach to both social and cognitive development.

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### Symposium: New perspectives on processes of family influence: Lessons from research on stepfamilies and single-parent families

**Convenor:** J. DUNN, Institute of Psychiatry, King’s College London.

**Discussant:** S. GOLOMBOK, City University.

**Summary:**

What are the key processes within families that influence individual differences in children’s outcome following family transitions? In this symposium, the four papers take the opportunity of a research project on stepfamilies and single-parent families nested within a large scale epidemiological sample to develop novel approaches to parent-child relationships and the risk factors that affect them, that may be implicated in individual differences in adjustment among children growing up in different family settings. Two of the papers focus on data from more than one child in each family to examine and contrast risk factors that impact on children’s relationships with their resident parents and affect the parent-child relationships of all the children within the same family, and those that impact differently on children in conflictual relationships with siblings within the same family. The third paper investigates children’s perspectives on their relationships with non-resident parents as well as with their resident parents and stepparents – examining family boundaries and connections across the two families between which children spend their lives. The fourth paper examines the relationship of parental life course events to children’s adjustment, and the relative significance of these events and of current family setting to differences in children’s adjustment.

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### Predictors of parent-child relationship quality: A multi-level study of between-family and within-family variation

**T.G. O’CONNOR,** Institute of Psychiatry, King’s College London.

This study examines the predictors of parent-child relationship quality in a sample of 404 children in 170 biological, single-mother, stepfather, stepmother, and complex steppfamilies selected from a community sample in England. Parent-child warmth/support and conflict/negativity were assessed using questionnaire and interview methods; predictors of relationship quality included life-course risks such as teenage pregnancy, current risks such as maternal mental health, and child characteristics such as age, sex and disruptive behavior. Multilevel model analyses indicated that there was significant variation in parent-child relationship quality both between families and within families. In addition, the amount of child-level variation in parent-child relationships differed across family types, and was significantly greater in stepmother/complex steppfamilies than in biological families. Family-level risks such as a history of teenage parenthood and depression explained explained between-family variation; child-specific factors, notably biological relatedness and aggressive/disruptive behavior, accounted for within-family variation. There was also evidence that risk factors measured at the family level, such as teenage pregnancy or maternal depression, have differential effects on parent-child relationships within the family.

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### How do stressful events in parents’ lives relate to their children’s outcome?

**L. BRIDGES, T.G. O’CONNOR & J. DUNN,** Bristol University.

Research on children who have experienced parental separation and re-partnering consistently reports that these children face significant challenges for adjustment problems. This research investigates the significance of parents’ early life course events, in comparison with their current family setting, as contributors to these problematic outcomes. 280 parents (both mothers and fathers) from stepfamilies, single-parent families, and families with two biological parents.
participated in a longitudinal study in the South West of England. An interview was conducted with the parents, as part of which a timeline of life events, from the child's earliest years to the present, was completed. This paper examines the relation between early events in the parents' lives, such as their own experience of parental separation, teenage pregnancy, age of leaving home and poor educational achievement, and their relationship transitions in adulthood, mental health and current family situation, in accounting for variations in the children's adjustment outcome beyond that explained by their current family type. Are we attributing too much weight to current family structure?

Symposium: Morphology and spelling: A cross-linguistic symposium

Convenors: T. NUNES, Dept. of Psychology, Oxford Brookes University & P. BRYANT, Dept. of Experimental Psychology, Oxford University.

Discussant: C. ELBROW, University of Copenhagen.

Summary: The four papers in this cross-linguistic symposium set out to further children's understanding of the role of morphemes and morphemic spelling rules. The Finnish paper establishes that much of our implicit awareness of morphemes is the direct result of morphemic similarities, but in both cases the children were not aware that words with the same stem are spelled in the same way. In both studies there is a sharp developmental improvement in the use of morphemic properties and for the most part impossible to discern the consistency in spelling morphemes across stems, and yet did not understand that common consonant clusters better if they appear in word inflections than in stems (Lehtonen & Bryant, 2000). To find out whether this ability is due to morphological or orthographic processing, we dictated single pseudo-words and, in another experiment, pseudo-words in sentence contexts to children in years 1–3. Children in all year groups were affected by the position and phonological properties of target consonant clusters. There was only modest indication of the use of morphological context, shown only by the oldest children. We conclude that in a regular orthography, spelling patterns are largely orthographic and the influence of morphological structure is small.

The importance of meaning in the acquisition of written language

A. ROAZZI AND G.L. GUIMARAES, Pos-Graduacao em Psicologia, Universidade Federal de Pernambuco, Brazil.

Eighty participants with different ages (ranging from seven to 17) were given tests of their understanding of the relationship between spelling and morphemic structure in Portuguese. The aim of these tests was to find out whether children understand that words with the same stems are spelled in the same way. Initially the participants could sort words on the basis of their stems, and yet did not understand that common stems are spelled in the same way. Older participants did to some extent spell the same stems consistently across different words, and thus, apparently implicitly, used a morphemic spelling rule. We also paid attention to the connection between spelling and meaning, which suggests that teachers do not explicitly teach morphological awareness and that children may learn through their interaction with peers.

The effect of spelling on morphological awareness

T. NUNES & P. BRYANT, Oxford Brookes University.

Because the spelling of many words in English depends on their morphemic structure, children must have some knowledge about morphemes in order to read and spell correctly. This raises the possibility that children gain much of their insight into how morphemes are used as a result of learning to read and to spell. Through two large-scale longitudinal studies we obtained strong support for this causal connection. Two spelling tasks, children's success in spelling the inflexion at the end of regular past verbs and their consistency in spelling morphemes across words, were used as predictors. Each of these measures predicted performance in different morphological awareness tasks a year later. Poorer controlling for differences in age and IQ. We conclude that the experience of learning to read and write affects people's knowledge of morphemes, and we argue that the causal relationship between morphological awareness and reading and writing is probably a two-way one.

Children's spelling of a regular orthography – orthographic or morphological influences?

A. LEHTONEN & P. BRYANT, Dept. of Experimental Psychology, University of Oxford.

Children learning to spell Finnish, unlike English children, benefit from phoneme-grapheme correspondences and therefore experience little pressure to learn more complex, conditional orthographic and morphological spelling rules. However, Finnish children seem to benefit from word structure in spelling; they can spell certain consonant clusters better if they appear in word inflections than in stems (Lehtonen & Bryant, 2000). To find out whether this ability is due to morphological or orthographic processing, we dictated single pseudo-words and, in another experiment, pseudo-words in sentence contexts to children in years 1–3. Children in all year groups were affected by the position and phonological properties of target consonant clusters. There was only modest indication of the use of morphological context, shown only by the oldest children. We conclude that in a regular orthography, spelling patterns are largely orthographic and the influence of morphological structure is small.

Symposium: What happened when the Snark and the Aardvark stepped on the Pelican? Extending learning beyond the classroom PC


Discussant: C. CROOK, Dept. of Human Sciences, Loughborough.

Summary: There is nothing new about using computers as part of a child’s education. Computers are a continuing part of classroom culture and also a feature of the home life of over half of UK six- to 17-year-olds. There are, however, significant developments on the technological and educational policy making fronts that make learning with computers a fertile area for innovation. The availability of new technology is no longer limited to the desktop PC or the formal curriculum and context. Education has broadened away from the individual in recognition of the social and communicative nature of a child’s cognitive development. Each episode in this development through home, playground and classroom experiences can be seen as an extension to the continuum of interactive experiences that have an impact upon the learning strategies developed by each child. In this symposium we will discuss the use of technology from screen based software to tangible interfaces, cuddly toys and digitally enhanced ponds to illustrate how technology can help children to extend their repertoire of interactive experiences beyond the formal curriculum and the desktop metaphor. The aim being the development of more sophisticated learning strategies. We will discuss the impact of technology on individual learning and social interaction with a great emphasis upon fun and playfulness as well as more sober attention to evaluating children’s development.

Cuddly toys and techno kids – how pre-schoolers use interactive toys and computers


This presentation will feature our on-going research into the way children interact with Microsoft Actimates, which are digital cuddly-toys designed with an educational focus. Our recent work has been centred on the use of computers as part of a child's education. We have collected data on the use of computers when using these toys in conjunction with a PC and seeks to relate children’s competence with technology to individual differences and measured by tests of verbal and non-verbal ability along with teacher and parent ratings. Our early findings suggest that the toys may be particularly useful for engaging young children learning with computer software, but that older children may find the toys off-putting and so may not make the most of the help they are able to offer. The implications of our findings for the design of preschool educational technology will be discussed in the light of current thinking on the subject.

Playful learning: Promoting novel forms of interaction through tangible technology

S. PRICE & Y. ROGERS, Cognitive and Computing Sciences, University of Sussex.

We are living in the age of streamlined and ‘delivered’ curriculum and struggle with shoe string resources to engage the vast capabilities of children in a curriculum from which we hold the sidelong passion, playfulness and pleasure…' (Pompe, 1997, p.124). Tangible technology in the form of digitally enhanced physical artefacts that mediate various digital and physical forms of interaction and experience through tangible materials, has moved computing away from the desktop and integrated it into our everyday world, thus enabling different possibilities for interaction and experiences within a familiar context. Such technologies may provide the potential to not only bring passion and pleasure back into learning, but also to introduce novel ways of interacting, and promoting new ways of thinking and learning. Our
research involves designing various tangible arrangements with which children can interact and collaboratively discover and reflect upon their experiences. Through interaction children also have to understand a variety of transforms encouraging them to construct theories of the underlying causality. This paper introduces a study exploring the use of such tangibles for supporting playful learning.

Computer simulations as tool for training children in the safe use of designated pedestrian crossing

Pathways to literacy for deaf users of British Sign Language
D. BURMAN & T. NUNES, Oxford Brookes University.

Congenitally profoundly deaf children whose first language is BSL and who are unable to communicate in unintelligible need to be literate in society. Learning literacy through phonology, a route that uses hearing in concert with orthography, is a difficult task for Deaf children. Our aim was to find if the morphological route, which focuses on spelling and grammatical rules would prove a more successful path to literacy for these children. An intervention study was designed to teach 16 deaf 10-year-olds three morphological markers: ‘ing’, ‘ing plural’ and third person singular, and ‘ed’ for regular past tense. A further 16 children, matched in age and deafness status served as a control and both groups were given pre- and post-spelling, reading and writing tests. The results were significantly higher for the intervention than for the control group, indicating that learning of morphology can improve deaf children’s literacy.

Symposium: Developmental issues in media psychology
Convenor: J.K. PINE, Psychology Dept., University of Hertfordshire.
Discussant: D. GILES, Coventry University.
Summary: The influence of the mass media in child development has been somewhat neglected in British psychology since Himmelweit et al.’s pioneering study ‘Television, Psychology and Children’ (1958). Recent advances in technology are forcing psychologists to pay more attention to the issues raised by educational and domestic uses of the Internet, the huge success of computer games and children’s increased exposure to television advertising. At the same time, traditional psychological theories of the audience for traditional media are being re-examined. This symposium gathers together a range of contemporary perspectives on the psychology of media development, and takes a two-pronged developmental perspective. Firstly, David Giles urges a rethink of the concept that children’s understanding of television (and perhaps other media) arises from the simple awareness of a boundary between ‘fantasy’ and ‘reality’. Karen Pine argues for a move away from relating age-stage models of cognitive development to children’s understanding of television. She presents findings from studies investigating children’s implicit and explicit knowledge of television. Next Avril Nash presents the first data-set from a longitudinal study investigating whether different forms of alcohol advertisements for children influence children’s perceptions and possible misuse of alcohol. Finally Chris Preston addresses how children perceive advertisements that are aimed at adults and shows that these messages are going beyond their intended target and reaching a young audience as well.

Neither fantasy nor reality: A narrative approach to children’s understanding of television
D. GILES, Coventry University.

Traditional developmental theories of children’s understanding of television have presented the problem as one of cognitive maturational. At around the ages of four and five, a child becomes aware that television is a technological medium representing ‘reality’ and not the otherness of ‘fantasy’. Understanding television, therefore, becomes a simple matter of distinguishing real from pretend. However, as Woolley (1997) and other researchers have found, the reality/fantasy distinction is by no means clear cut, with adults frequently traversing the boundary. This thematic paper explores the ways in which children’s understanding of television is situated in their relationship with media, even traditional media, is much more interactive than it is often portrayed. Children learn to make sense of media, including television, by drawing on narratives from their immediate social and cultural environments. The first paper considers how children’s implicit and explicit knowledge of television is portrayed. Children learn to make sense of media, including television, by drawing on narratives from their immediate social and cultural environments.
cultural environment, while media in turn supply them with a rich source of narrative material for making sense of their immediate life experiences.

Children’s implicit knowledge about television advertising
K.J. PINE, Psychology Dept., University of Hertfordshire.
Attempts to explain how children’s understanding of television develop have been dominated by an age-stage approach. There are a number of studies that claim a particular type of understanding develops at a certain age. Yet most theories of child development now reject the notion of age-related increases in cognitive ability. This paper argues that children’s understanding of television advertising needs to be understood in the context of what is now known about cognitive development. Cognitive variability needs to be considered, i.e. children can have more than one way of thinking about a domain at any given age (Siegel, 1996). Also, children’s representations about a domain may be implicit and gradually become more accessible and explicit. (Karmiloff-Smith, 1992). The studies presented here demonstrate that children have implicit knowledge about the nature and purpose of advertising as young as five years old, and before they can demonstrate any explicit knowledge.

Alcohol advertising on television and children: An analysis of the first data set from a longitudinal study
A.S. NASH, K.J. PINE & D.J. MESSER, Psychology Dept., University of Hertfordshire.
A longitudinal study has been established to follow a group/cohort of children for three years in order to assess whether exposure to televised alcohol advertisements in childhood predicts later alcohol behaviour and misuse. A total of 123 children (mean age: 10 years 4 months) have been recruited and have completed questionnaires on alcohol expectancies, television viewing habits, self-esteem, advertisement knowledge, family and peer attitudes and experience with alcohol. Data will be collected at intervals throughout the period of study. This paper presents the findings from the first data collection. Children’s television viewing habits, awareness of advertising and alcohol are discussed together with the results of a stepwise multiple regression which suggests that family attitude and perceived peer behaviour are important for recognition. Children’s implicit knowledge about television advertising needs to be understood in the context of what is now known about cognitive development. Cognitive variability needs to be considered, i.e. children can have more than one way of thinking about a domain at any given age (Siegel, 1996). Also, children’s representations about a domain may be implicit and gradually become more accessible and explicit. (Karmiloff-Smith, 1992). The studies presented here demonstrate that children have implicit knowledge about the nature and purpose of advertising as young as five years old, and before they can demonstrate any explicit knowledge.

Symposium: The development of emotional facial expression perception
Convenor: D.M. BURT, School of Psychology, University of St Andrews. Discussant: T. RUSSELL, Institute of Psychiatry, King’s College, London.
Summary: The ability to rapidly and reliably interpret facial expressions is central to the manner that we perceive the social world. For instance, studies have suggested that poor expression perception may cause social difficulties related to depression and alcoholism. This symposium discusses research on the normal development of emotional abilities and will then examine a possible role for emotional perception in children delinquency before exploring the development of these skills under atypical developmental conditions: individuals who grew up deaf, and individuals with the developmental disorder, Williams syndrome.

Emotional development
C. HERBA, M. PHILLIPS & T. RUSSELL, Institute of Psychiatry, King’s College, London.
This paper described the literature on normal emotional development through infancy, childhood and adolescence. Previous research on emotional development has focused primarily on emotional development and the preschool years, leaving gaps in the knowledge on development through childhood and adolescence. An overview of the normal developmental patterns and how these become more refined over time through the development of other processes, will be presented. The developing relationship between the child’s basic emotions and cognitive ability will be emphasised, in addition to the influence of developing social skills and biological structures. An overview of sex differences and emotional development will be included. A key component of many psychiatric disorders are deficits in social functioning, of which emotional skills are pivotal. A better understanding of normal emotional development can inform us as to the underlying mechanisms of emotional processing, and allow for the early detection of dysfunction, and effective intervention.

Recognition of facial expression and response to emotional imagery in adolescent offenders
J. PALOMA, L. PIERCE, P. SMITH & D. WOODWARD, Dept. of Psychology, University of Sheffield.
Young people aged between 13 and 18 placed in the Youth Custodial Centre will be assessed using the National Offending Teams for intervention to prevent detention, will be assessed on a number of variables including recognition of facial expression and physiological response to emotional imagery. The same tests will be applied to an age and social class matched non-offending group. Group comparisons will be undertaken between those who have engaged in property offences and those who have been involved in person-centred (violent) offences, including sexual offending. The relationship between cognitive and physiological variables and measured psychopathy (PCL–YV) will also be analysed.

What is the impact of deafness on face perception and expression recognition?
O. PASCALIS, S. WANT & M. COLEMAN, Dept. of Psychology, University of Sheffield.
It has been shown that deafness and sign language influence the development of several aspects of vision, for example an enhancement of visual attention in congenitally deaf individuals. The effect of deafness on cognitive abilities such as face processing is however less documented. The aim of our research was to investigate the impact of congenital deafness and/or sign language on face processing. We compared face and facial expression recognition ability in a group of deaf adults and in a group of hearing adults.

Williams syndrome: A developmental disorder with abnormal expression perception
Individuals with Williams syndrome (WS) are characterised as having excellent abilities in both face recognition and emotionally referenced language. So, it might be expected that individuals with WS would perform well on tests of facial expression perception since facial expression recognition is considered among the two abilities that they are excellent at. Instead, our research found that WS participants were poor at expression recognition. Our results were in terms of WS individuals’ poor expression recognition being due to a lack of ability to perceive the configurational organisation of faces, since changes in the configuration of the face are important for recognition.

Symposium: Developmental approaches to anxiety
Convenors: T.C. ELEY, Social, Genetic and Developmental Psychiatry Research Centre, Institute of Psychiatry & A. FIELD, KCL, Psychology Group, University of Sussex.
Discussant: J. HADWIN, Dept. of Psychology, University of Southampton.
Summary: The theme of this symposium is developmental studies of anxiety. All three papers present experiments exploring the role of features of anxiety in children. The first paper explores the role of learning in development of fear, taking a prospective approach rather than the retrospective approach commonly seen in adult work. Results demonstrate that experiencing negative information about animals increases animal-related anxiety, although results were less clear for social sources of anxiety. The second paper examines biases in attentional deployment: away from social stimuli in relation to social anxiety, and towards physical threat stimuli (assessed using a heart-beat perception task) with relation to sex differences in sensitivity to social and physical threat. Results are similar to those seen in adults. Finally, the third paper presents experiments examining the role of situation difficulty versus situation importance in anxiety in children. In contrast to adult work these data reveal that difficulty alone predicts anxiety, and importance predicts the situation is not a strong predictor of anxiety – a result that differs from the adult literature. The discussion focuses on exploring the applicability of adult models of anxiety to anxiety development in children, and future directions for this area of research.

Does fear information create fear beliefs about animals and social situations in children?
A. FIELD, Psychology Group, University of Sussex.
This paper describes two experiments in which the effects of positive and negative information about children’s fear beliefs were assessed. In the first experiment, children aged six to eight and 10 to 12 were given positive or negative information about either animals (a quoll and a cuscus) or social situations (eating in public or giving a talk). The results demonstrated that receiving negative information about animals increases animal-related anxiety, although results were less clear for social sources of anxiety. The second paper examines biases in attentional deployment: away from social stimuli in relation to social anxiety, and towards physical threat stimuli (assessed using a heart-beat perception task) with relation to sex differences in sensitivity to social and physical threat. Results are similar to those seen in adults.

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that animal. Changes in fear beliefs about social situations were hard to elicit and changed as a function of the source of information and the situation described.

**Attentional Biases and Childhood Anxiety: A Pilot Study**

T.C. ELEY, L. STIRLING, A. EHlers & D.J. CLAPP, and the Developmental Psychiatry Research Centre and Psychology Dept., Institute of Psychiatry, King's College, London.

Studies with adults and high school anxiety have shown attention bias towards faces with emotional expressions as compared to neutral expressions. In contrast, patients with panic disorder show attention towards physical threat cues, as assessed by heartbeat perception, compared to controls. We explored the association between attentional biases and anxiety in 79 children aged eight-10 years. The study includes a report of measure of anxiety symptoms, a face dot-probe task, and the heartbeat perception mental tracking paradigm. Children showed increasing avoidance of negative as compared to neutral stimuli with increasing anxiety, particularly social anxiety. For the heartbeat perception task, the proportion of children who had the highest in the high anxiety group, lower in the moderate anxiety group, and lowest in the lowest anxiety group. The preliminary evidence that anxiety in children is related to similar biases in attention to those seen in adults.

**The self-presentation model of social anxiety in children:**

A. RONALD, Institute of Psychiatry, King's College, London.

The self-presentation model of social anxiety holds that social anxiety follows from a high motivated self-concept impression held by others and others who perceive them. The paper presented two experiments investigating the value of this model for predicting childhood anxiety. In both experiments children aged between six and 11 years made judgements about how scared or worried they would feel in different social situations, and also rated each situation for how difficult and how important it would be to perform well. Results indicated that children's self-reported negative emotions could be successfully predicted by the difficulty ratings alone. However, importance ratings began to acquire some predictive value among those children who scored higher on a measure of trait social anxiety. Implications for formulating a developmental model of social anxiety will be discussed.

**Symposium: Genetic studies of developmental psychopathology**

Convenor: J. STEVENSON, University of Southampton.

Discussant: A. PIKE, Psychology Group, University of Sussex.

**Summary:** The evidence for the role of genetic factors in contributing to variation in children's behaviour is now unequivocal. Equally the significance of environmental factors has clearly been established. Even the most highly heritable conditions such as autism and ADHD still have far from perfect MZ concordances indicating a high degree of co-occurrence. The paper presented by T.C. Eley, L. O'Connor, D. Bolton, S. Perrin, P. Smith & R. Ploomin, Institute of Psychiatry, King's College, London.

Little is known about the genetics of anxiety in pre-schoolers. We examined the genetic structure of five mother-reported anxiety scales assessing General Distress, Separation Anxiety, Fears, Obsessive-Compulsive Behaviours, and Shyness, in 4500 four-year-old twin pairs. Genetic factors were found on all five factors, with particularly high heritability for Obsessive-Compulsive Behaviours (OCB) and Shyness, and substantially lower heritability for Separation Anxiety. Multivariate genetic analyses revealed significant genetic overlap as well as significant genetic differentiation between the five factors, with most of the genetic variance on OCB and Shyness specific to each factor. The common shared environment factor had a small but significant effect on all variables, and for Separation Anxiety there was also a significant shared environment influence independent of the other scales. The majority of non-shared environment variance was specific. These data provide evidence for genetic overlap as well as differentiation between aspects of anxiety in pre-schoolers.

**Heritability of psychopathic tendencies in seven-year-old children: A twin study**


While there is a significant body of research into genetic influences on individual differences in children's antisocial behaviour, no behavioural genetic studies have yet investigated the genetic contribution on individual differences in psychopathic tendencies in children. Research into the genetic contribution to psychopathic tendencies shows characteristics, which may put them at risk for a particularly chronic, life-course persistent antisocial conduct. Twins Early Development Study provides assessment of psychopathic tendencies at seven years of age on more than 2000 twin pairs. Quantitative methods on the teacher-rated scales created to assess callous-unemotional traits and narcissism (both risk factors for psychopathic tendencies in children) indicated that the genetic factors were important at this age. Bivariate genetic analysis found that although these two markers for psychopathic tendencies covaried, there was a substantial amount of genetic input, both were also associated with distinct genetic influences. Implications of these findings and directions for further research are discussed.

**The comorbidity of ADHD-related behaviours and conduct problems in pre-school children: A twin study**

A. RONALD, Institute of Psychiatry, King's College, London.

ADHD-related behaviours and conduct problems affect approximately five per cent of children and they show a high degree of co-occurrence (30–50 per cent). Two thousand-five-hundred pairs of twins were rated by their parents on these problems at ages two, three, and four, using the Revised Rutter Parent Scale for Pre-School Children at all ages, and additionally the Strengths and Difficulties Questionnaires at age four. Aggregate scores were calculated across three years, which gave more stable estimates. Twin correlations and univariate model-fitting analyses showed high levels of genetic factors on each of these behaviour problems. To examine the genetic and environmental influences causing the relationship between ADHD-related and conduct problems an independent model-fitting approach was used. This is the first large scale twin study of the relationship between ADHD-related behaviours and conduct problems at the pre-school age, and provides evidence that there is a common genetic aetiology between them, as well as environmental influences that are specific to each.

**Identifying moderated genetic risks in a bivariate twin study: The example of hyperactivity and IQ**

J. STEVENSON, Dept. of Psychology, University of Southampton.

The use of multivariate genetic analysis has introduced the possibility of addressing more complex problems concerning the joint action of genetic and environmental influences on development. There is current interest in detecting the influence of gene-environment interactions and correlations. This study examines the aetiological factors in and the genetic and environmental influences on the genetic hyperactivity and IQ phenotype acts additively or interactively with genetic risk. The methods devised by Kendler et al. (1986) can be used to examine the interactions and interactive effects. The results of applying this approach to IQ as a potential moderator of the genetic risk of hyperactivity show there to be both an additive effect (i.e. low IQ acts to increase the risk of hyperactivity) and an interaction effect (i.e. high IQ reduces the risk of HA in children with an increased genetic risk).

**Symposium: Identity, collaboration and conflict in children's peer interactions**

Convenors: P. LEMAN & V. LAM, Goldsmiths College, University of London.

Discussant: C. HOWE, Strathclyde University.

**Summary:** Interacting with a peer can lead to significant advantages in a child's social and cognitive reasoning, over and above what the child might be able to achieve alone. Research has suggested that these advances stem from either the resolution of conflict or processes of collaboration. However, the majority of studies that explore the links between peer interaction and development focus primarily upon the content of children's discussions on the veracity of arguments or on the ways in which conceptual understanding is addressed and enhanced through conversation. Whilst such studies are doubtless of enormous theoretical and practical importance they have tended to neglect a sustained exploration of the ways in which a child's social identity may depend upon peer interaction and subsequent social and cognitive development. This symposium brings together empirical research that seeks to identify the role of a child's social identity in peer collaboration and conflict. In terms of collaboration, a child's identity might affect whether or not a child approaches interaction as a potential collaborator. Alternatively if social identity acts as a source of conflict between children that conflict may be either resolved or not resolved. In this sense, identity may be implicated not just in terms of its effects on the dynamics of communication but also in the child's representation, construction and acquisition of knowledge through peer interaction.

**Peer interaction and playmate ethnic preferences**

V. LAM & P. LEMAN, Goldsmiths College, University of London.

The present studies examined white and Asian children's own ethnic preferences and what they
In adolescence, participation in the culture of music can become one of the most visible means of marking out identity. It is a part of identity work and how young people lay claim to different identities associated with musical creativity. The study employed an analysis of in-depth interviews to investigate how young people lay claim to different identities associated with musical creativity. The study employed qualitative analysis of interviews to investigate how young men and women (aged 13–16) reflect on their involvement with making music both in schools and non-formal settings (i.e. their membership and the nature of social interactions). The findings reveal different modalities of resolving socio-cognitive conflict that are related to the composition of the pairs and more importantly differences in the success rate of these pairings in promoting cognitive progress.

Peer interaction, gender identity and cognitive development

C. PSALTIS & G. DUVEEN, Faculty of Social & Political Sciences, University of Cambridge.

The present paper aims at examining the finding that the gender composition of a dyad will have an impact not only on the form and content of the communication between peers with asymmetric knowledge of a subject but also on the cognitive progress induced by the interaction. Two-hundred-and-twenty-six children were presented with a conservation of liquid task. Those who independently gave a correct answering were paired with a classmate who independently gave a non-conserving answer. Both male pairs were formed. The pair was then asked to arrive at a response together. Both of the partners were individually post-tested after a month’s time. Comparisons between different types of dyad related to comparison between alternative combinations of expertise and gender composition in interaction. Other possible sources of status asymmetries were also taken under consideration (popularity and academic skill). Both the process (form and context) and outcome of the interaction were obtained (pre-to post-test gains) were analysed. The findings reveal different modalities of resolving socio-cognitive conflict that are related to the composition of the pairs and more importantly differences in the success rate of these pairings in promoting cognitive progress.

Peer collaboration and post-collaborative appropriation from experience

C. HOWE, D. McWILLIAM & G. CROSS, Dept. of Psychology, University of Strathclyde.

Knowledge acquisition in children can be promoted by collaborative work with peers, but progress is often: (a) independent of collaborative performance; (b) not apparent until some weeks later. One possible interpretation is that peer collaboration provides frameworks for making sense of subsequent experience. To test this interpretation, a study has been conducted where nine- to 12-year-old children experience one or both of: (a) collaborative group work with peers around the topic of floating and sinking, and (b) helpful instructional dialogues on the same topics two-, four- and six-weeks later. Children who engaged in peer collaboration made better sense of the demonstrations than children who had not engaged in peer collaboration. Children who engaged in the collaboration and witnessed the demonstrations also progressed more between an initial pre-test and a concluding post-test than children who were only post-tested. Details of the study will be presented and proposals made as to how the notion of collaborative learning can be extended to encompass the findings.

Musical collaboration as identity work

D. MIELI, Psychology Dept., The Open University.

In adolescence, participation in the culture of music becomes a powerful vehicle for identity development. Music preferences and knowledge can become one of the most visible means of marking out identity. It is a part of identity work and how young people lay claim to different identities associated with musical creativity. The study employed qualitative analysis of interviews to investigate how young people lay claim to different identities associated with musical creativity. The study employed qualitative analysis of interviews to investigate how young men and women (aged 13–16) reflect on their involvement with making music both in schools and non-formal settings (i.e. their membership and the nature of social interactions). The implications for our understanding of concept change and the acquisition of scientific knowledge are discussed.

Theories or fragments of knowledge? The coherence of children’s explanations of the earth’s properties

A. MARTIN, B. CLIFFORD, D. MOORE & G. NOBES, School of Psychology, University of East London.

This study tested whether children’s knowledge of the earth is held in coherent scientific theories or discrete fragments. Children (n = 167) aged five to eight years were interviewed. They were first asked to choose a 3D shape they believed most resembled the earth, and then carried out non-verbal tasks that assessed their knowledge of gravity. Children were also asked ‘why’ questions in order to elicit justifications for their responses. A number of distinct justifications and explanations were used by the participants. These included circular, ‘magical’, religious and pseudo-scientific reasoning. Most children did not make consistent use of justification types, indicating the absence of any strong framework theory or intuitive structuring of their views. There were some exceptions, particularly when God was evoked, and one child made consistent use of scientific explanations.

Understanding of astronomy and biology: Domain specificity or generality in science?

G. PANAGIOTAKI, R. BANERJEE & G. NOBES, School of Cognitive and Computing Sciences, University of Sussex.

This study explored school children’s and adults’ knowledge in the astronomy and biology domains. Two multiple-choice questionnaires tested knowledge of the earth and understanding of the human body. The astronomy test assessed whether children construct earth mental models (Vosniadou, S. & Brewer, R. 1990) or have fragmented ideas (di Sessa, A. 1988; Nobes, G. et al. 2002). The biology test assessed participants’ preferences among psychological, intermediate and scientific explanations (Inagaki & Hatako, 1990). In astronomy, most children had fragmented ideas, which became consistently scientific by the age of eight. In biology, most participants were also inconsistent. In both tests accuracy was above chance level, indicating a preference for scientific ideas. There was little association between understanding in the two subjects, suggesting a high degree of domain specificity. The implications of these findings for our understanding of the acquisition of scientific knowledge are discussed.

Symposium: Expressed emotion and developmental psychology

Convenor: D. DALEY, Dept. of Psychology, University of Southampton.

Summary: This symposium intends to present how a focus on expressed emotion can help to illuminate different aspects of research in developmental research. The first paper will examine the association between EE and sensitivity to threat detection and higher levels of child self-report anxiety. The second paper will also examine mediation effects through a focus on the mediating effects of EE on the impact of disability on child adjustment for children with Spina bifida and/or Hydrocephalus. The third paper extends the focus on disability by examining EE towards pupils with intellectual disability within a sibling context. The final paper seeks to underline the importance of EE as a construct and underline the fact that its application can extend well beyond the family. This paper will present an assessment of teacher’s EE towards pupils with and without behavioural problems.
Expressed emotion in teachers of children with and without behavioural difficulties

D. DALEY, E. SONUGA-BARKE & L. RENYARD, Dept. of Psychology, University of Southampton

Objectives: To assess teacher's emotional expression about pupils using the Five Minute Speech Sample (FMSS) and coding procedures for parental Expressed Emotion (EE). To compare EE for disruptive and non-disruptive pupils.

Method: 21 teachers provided speech samples for both a disruptive and a non-disruptive pupil in their class selected using standard behaviour rating scales.

Results: Teacher's emotional expression was reliably measured using EE coding. Teachers displayed no Emotional Expression Involvement (EIO) and low parental Expressed Emotion (EEO) in nearly all cases. High EE, characterised by criticism, and a lack of positive comments, was associated with children's behavioural difficulties. Multiple regression suggested that EE might be most usefully considered as a measure of teacher's emotional response to pupils rather than the emotional quality of the teacher-pupil relationship.

Mothers' expressed emotion towards children with and without intellectual disability

A. BECK, D. DALEY, R.P. HASTINGS & J. STEVENSON, Dept. of Psychology, University of Southampton.

Introduction: Very few published studies have assessed expressed emotion (EE) in parents of children with intellectual disability. These studies have found associations between child characteristics (e.g. behaviour problems) and EE, but only a limited range of correlates have been explored. The purpose of the present study was to extend this earlier work using a brief measure of EE, and to assess maternal EE towards their child with intellectual retardation and a sibling without disabilities.

Design & Method: 33 mothers who have a child with intellectual disability and at least one child without disabilities were recruited. The sample comprised four and 14 years participants in the study. Mothers completed self-assessment questionnaires which addressed their sense of parenting competence, beliefs about child-rearing practices and their reports of behavioural and emotional problems of their child with intellectual disability. Telephone interviews were conducted to assess maternal EE using the Five Minute Speech Sample (FMSS, Magana et al., 1986) and to assess the adaptive behaviour of the child with mental retardation using the Vineland Adaptive Behaviour Scale (VABS, Sparrow, Balla & Cicchetti, 1984).

Results: Mothers with high EE towards their child with intellectual disability were more satisfied with their parenting ability, and their children had more behaviour problems. Analysis of differential maternal parenting, through comparisons of EE towards their two children, showed that mothers are more negative towards their child with intellectual disability for all domains of the FMSS except Dissatisfaction.

Conclusions: A small number of factors associated with EE towards children with mental retardation were identified. Differences in maternal EE towards their child with mental retardation and their other child suggested that mothers are more negative towards their child with intellectual disability rather than a stable maternal characteristic. Implications of the data for future research are discussed.

Expressed emotion, cognitive bias and self-report childhood anxiety

J.A. HADWIN & D. DALEY, Dept. of Psychology, University of Southampton.

Recent research suggests that parents of anxious children often exhibit a negative emotional parenting style, characterised as intrusive and overprotective and related to elevated levels of anxiety. The mechanism by which this style contributes to the development of anxiety disorders in childhood is unclear. Experimental studies using a number of different paradigms have shown that clinically anxious children or children high in trait anxiety have a cognitive style biased to threat in their environment. This project measures the parent-child emotional relationship using the five-minute speech sample (FMSS). Do children show whether an emotional relationship characterised by parental over-involvement and parental criticism will be associated with anxiety? Do higher levels of threat detection and higher levels of self-report anxiety in a community sample of children aged seven to nine years. This research will serve to establish whether the origins of threat biases in childhood anxiety lies within families and stems from the emotional relationships children have with their parents.

Symposium: Measuring executive function skills in young children

Convenor: R. BULL, Dept. of Psychology, University of Aberdeen.

Discussant: E. FLYNN, School of Psychology, University of St Andrews.

Summary: Executive function skills are implicated in the development of normal and abnormal development, but the tasks with which to measure such skills in children are lacking in infancy. The specification of which executive functions they are measuring. This series of papers discusses recent developments in the measurement of executive function skills, particularly in infancy, and recent developments in the adult literature concerning the unity and diversity of executive functions. Shimmone and colleagues proposed a problem of definition of executive functions and highlight the problems of dissociating executive function skills. Bull and Massie go on to discuss the validity of tests used to measure executive function skills in young children, and present modifications for an inhibitory task. Finally, Hamilton and Case present data on spatial executive measures and their use in predicting spatial plasticity of brain. They also discuss whether the evidence of discrete executive functions (as evidenced in the animal literature) is applicable to the developing child who may instead show more unified executive skills.

Executive tests and executive skills: How can we relate them?

K. SHIMMON & C. LEWIS, Dept. of Psychology, Fylde College, Lancaster University.

Despite increasing attention over recent years, the issue of executive control in human development still remains a topic of much controversy and debate. The problem stems from inconsistencies in definition and low test-retest reliability, but the literature is rich for which systematically manipulate task demands to examine closely the processes that the tasks assess. This paper reports findings from a longitudinal study, tracing the development of executive control in a preschool sample (n = 89) over 18 months. Half of the tasks were manipulated such that demands made by at least one executive component (inhibitory control, working memory; set shifting) were substantially reduced. In keeping with previous studies, a shift in performance on the tasks was found to occur around the childrens fourth birthday. However, procedural modifications yielded large differences in performance suggesting that associations between executive tests and skills purported to assess such skills need to be explored further. We analyse such differences in terms of results of structural equation models exploring the relationship between different executive tests and theory of mind measures over this age span.

Measuring executive function in young children: Modifications of the Day-Night Stroop Task

R. BULL & H. MASSIE, Dept. of Psychology, University of Aberdeen.

The Day-Night Stroop Task (Gerstadt, Hong, & Diamond, 1994) assesses inhibitory skills of young children, and requires incongruent responses to pictures (‘night’ for picture of the sun, ‘day’ for picture of the moon). However, ‘day’ and ‘night’ are not always the automatic responses given by children, questioning whether this task is a true measure of inhibition. This study explored whether the evidence of inhibition of automatically activated responses (inhibitory control) is applicable to the developing child. We manipulated the Day-Night Stroop task to assess children’s ability to inhibit responses given by children, questioning whether this task is a true measure of inhibition. This study explored whether the evidence of inhibition of automatically activated responses (inhibitory control) is applicable to the developing child.

The importance of spatial and verbal executive processes in Key Stage 1 Mathematics achievement

C. HAMILTON & G. CASE, Division of Psychology, Northumbria University.

This research investigated the relationship between spatial and verbal executive competencies and the performance of young children in mathematics. The empirical design was employed with the participants forming an opportunity sample from two schools in the north of England. The children were asked to undertake two major executive tasks, the backward digit span task and a spatial span task which demands concurrent maintenance of location information and mental rotation processing. The initial correlation
INDIVIDUAL PAPERS

How do children from six to 11 years define nouns? N. ARIAS TREJO & E.A. ALVA, Canto National and Autonomous Mexican University.

This research studies the strategies employed by Spanish speakers from six to 11 years, to define different types of nouns. With a developmental focus on the linguistic factors involved in word definitions, three different age groups – 6–8, 6.11–8, and 10.10–11.11 have been considered.

The database included 384 definitions. The input nouns were four familiar words, four superordinates and four abstract nouns. For each noun 12 definitions, four per group-age, have been elicited.

This study analyse the content and the form of children’s definitions. Four parameters were introduced to study the data collected: social context, linguistic markers, semantic strategies and structure complexity.

Evidence for distinct risk patterns for internalising and externalising problems: An ecological perspective N. ATZABA-PORIA & A. PIKE, Dept. of Psychology, University of Surrey.

The purpose of the present study was to examine whether risk factors for problem behaviour act in a cumulative manner, and to investigate whether cumulative risk stemming from distinct ecological levels (Belsky’s ecological model as a theoretical framework) differentially influence the manifestation of problem behaviours in middle childhood. Furthermore, it was of interest to determine whether these cumulative influences differ between ethnic minority and majority groups. The sample consisted of 125 children (59 English and 66 ethnic minority) from four given ethnic minority and majority groups.


The specificity of infants’ phonological representations is examined by comparing their sensitivity to mispronunciations of novel and familiar words, using a preferential looking design. Thirty 18-month-olds were trained on two familiar and two novel word-object pairs. Word-object pairs were each presented twice in two eight-trial blocks. One group also consisted of eight trials, in each of which either both familiar or both novel images appeared on the screen. One object was named halfway through the trial, in a betweensubjects design with a four-trial between and another trial with a mispronunciation. Looking behaviour throughout each trial was recorded and coded off-line. Differences were sensitive to mispronunciations of both novel and familiar words, indicating that they have fully specified phonological representations. Differences in infant responses to mispronunciations of familiar and novel words are suggestive of a subtle effect of familiarity on the specificity of representations.

Audience effects on children’s self-descriptions R. BANERJEE, School of Cognitive & Computing Sciences, University of Sussex.

This paper reports on five experiments investigating primary school children’s self-descriptions in different audience contexts. Two experiments first revealed that with increasing age, children were more likely to recommend different self-descriptions for hypothetical characters depending on the type of audience (adult vs. peer) and the known preferences of the audience (giving vs. asking). A third experiment determined that this responsiveness to audience preferences was associated with a sociometric measure. In contrast, in two further experiments we examined the extent to which children would change their own self-descriptions when interacting with hypothetical peer audiences representing various stereotypes or characters in a computer programme. Results suggested that audience context has a significant impact on children’s self-descriptions, and that the extent and nature of this self-presentational behaviour is associated with sociometric measures and with social anxiety. Implications for our understanding of children’s peer relations will be discussed.


Four studies tested Karmiloff-Smith’s Representational Redescription (RR) model (1999, 1999). Young children are inhibited in their attempts at representational change in drawing due to procedural rigidity. The first study revealed that children’s procedural rigidity was measured for procedural rigidity. In a further study the child was asked to modify their usual representation of each topic. Regression analyses revealed procedural rigidity levels were not predictive of manipulation performance. A second study, testing 75 four- to six-year-olds and a third study, testing 30 three- to four-year-olds, revealed that when young children were specifically manipulated to rigid sub-procedures on an object topic they were indeed able to do so. Finally, a fourth study (testing 40 five-year-olds and 40 eight-year-olds) removed the notational trace in drawing (a possible aid for procedural change) and produced evidence of a relationship between procedural rigidity and representational change. We suggest how the cortical rigidity might be re-interpreted for the drawing domain so that the RR model can remain as a domain-general theory of cognitive development. We also suggest the development of executive functioning may be crucial for flexibility in drawing.

Young children’s handling of disambiguating information S. BECK, D. ROBINSON & V. BARNES, School of Psychology, University of Birmingham.

In two experiments we explored young children’s difficulties with ambiguity. Children were asked to identify what information would disambiguate the meaning they heard. In Experiment 1, five- to six-year-old children failed to discriminate disambiguating information from that which would only increase their knowledge. They remained uncertain how to resolve ambiguous messages. In Experiment 2, the used the same type of information in a different context. Four- to five-year-olds and five- to six-year-olds performed better when asked to identify what feature differentiated a set of pictures, rather than what they needed to find out to disambiguate an ambiguous message.


In this study, expressive display of emotions was examined in high functioning school age children from the autistic spectrum (HFaS). HFAs and matched controls were interviewed about their facial and verbal expression of emotions in prosocial or self-presentational situations. Responses were analysed for: (a) use of display rules in deviant and control groups; (b) type of display rules used; and (c) verbal and facial concealment of emotions. Multivariate analyses suggest a higher overall usage of display rules for prosocial than for self-presentational reasons. Furthermore, motives for concealment were found to interact with the diagnosis of the children: the HFAs concealed emotions less often than controls for prosocial reasons, but more often for pro-social reasons. Verbal and facial masking of emotion was also used to a different extent by the autistic and the control children. Implications of these results will be discussed in terms of the Theory of Mind ability of autistic children.

Pre-readers’ awareness of onset, rime and coda and its relationship to reading and spelling development F. BIRGIDSTORP & P. BRYANT, Dept. of Experimental Psychology, University of Oxford.

This study examined whether different forms of phonological awareness might be linked in different ways to literacy. Pre-schoolers were followed up through their first two years of schooling and given a range of tasks that required differing degrees of segmental ability. Results showed that in Year 3, the explicit measures were significant predictors of reading and spelling, but the implicit measures were not. In Year 2, only implicit and explicit measures of onset awareness were connected to literacy. These results highlight the significance of the implicit/explicit distinction in comparing the predictive value of different phonological units in reading achievement.

Categorical flexibility and levels of representation in children: A developmental perspective A. BLAYE, J.L. PAOUR & P. PERRET, Université de Provence.

Recent research has established that children can process different kinds of categorical relations (thematic, taxonomic…). There is, however, very few evidence of their ability to switch adaptively between different ways of categorising. The growth of flexible categorisation was assessed in five- to 11-year-old children and young adults using a discriminative learning paradigm. The results show that a first level of flexibility consists in consistently categ
different objects according to a given type of relation and resist to the interference of a possible non-locally compatible choice. A following step appears to be the ability to switch to a different mode and apply this new mode consistently, hence following the task demand. The role of the specificity of representations in increasing flexibility is advanced as an interpretive framework. It is suggested that self-resolution (Karmiloff-Smith, 1992) can in itself influence the extent to which intentional inhibitory control is required in flexible categorisation.

Teaching young children how to make explicit their understanding of directed numbers

R. BORBA & T. NUNES, Oxford Brookes University.

Previous studies showed that if children are repeatedly taught to make explicit their representations of directed numbers during problem solving, their performance drops significantly in comparison with a condition where they can rely on implicit representations. This study investigated if seven- and eight-year-olds can be taught how to make explicit their implicit understanding of directed numbers, by self-generated tasks. Self-generated tasks were assigned to one of the experimental groups (that differed with respect to the representation used during instruction, writing or use of manipulatives) or to a control group (instructed on natural numbers). The results showed improved first directed numbers significantly, independently of the type of representation used during instruction. No improvement was observed in the control group. Thus, although explicit representation interferes with children’s performance in directed number tasks, children can easily be taught how to make their implicit knowledge explicit and succeed in the use of explicit representations.

Clinical markers for communication disorders

N. BOTTING & G. CONTI-RAMSDEN, University of Manchester.

Children with three types of communication disorder (autistic spectrum disorders (ASD); pragmatic language impairments (PLI); and specific language impairment (SLI)) were examined on three psycholinguistic tasks: Children’s Non-Word repetition (CNRep), a past-tense task (PFT) and CELF recalling sentences. Data analysis showed that four groups were actually present with the PLI group splitting into two separate samples: those with PLI pure and those with non-PLI-like behaviours (PLI plus). Using a four-group analysis, CNRep and Past tense both distinguished between subgroups, children with SLI being significantly lower than the other groups. Markers were able to identify all types of communication impairment from normal controls with sensitivity levels of at least 75% per cent and specificity of 80% per cent. CELF Recalling Sentences was the most efficient marker for all groups (sens = 96% per cent; spec = 92%). A comparative analysis reviewed that some subgroups could be reliably separated from others within the field of communication impairment using these markers.

Pre-school children’s use of spatial strategies in their object representations: How do young children’s errors relate to perceptual competency in early infancy?


Previous research assessing form perception in four-month-olds infants (Bremner, Bryant & Rogers, 2004) demonstrated that at this age infants are already sensitive to the configurational relationships within objects. They also seem to use a variety of spatial coding strategies to make such form discriminations. A body of research on pre-school perceptual competency (Bryant, 1974) has demonstrated that young children are often over-reliant on simple spatial coding strategies in determining objects acquaintance with perceptual domains (such as orientation, number, and position). We designed a successive discrimination task based on configurational, within object discriminations previously given to four-month-old infants in a habituation task. The successive discrimination was framed in the context of a four-month-old and five-year-old children. The discriminability abilities of pre-schoolers and four-month-olds are compared, revealing striking differences in the perceptual strategies employed by the two age groups.

How do I know what kind of person I am? Children’s understanding of sources of self-knowledge

S. BURTON & P. MITCHELL, School of Psychology, University of Nottingham.

There are three main sources of self-knowledge: self-observation, social-comparison and social-feedback. Research looking at adult’s use of the different sources of self-knowledge in finding new word meanings during visual context. The proximity of the novel word to the target word was manipulated. The results supported the hypothesis that children with weak reading comprehension skills are impaired in their ability to integrate information within a text, particularly when the information is not adjacent and the processing demands are high. The children with SLI were least likely to provide a suitable definition that could produce errors that were qualitatively different to those made by both other groups.

A developmental approach to the study of compliance in young children with diabetes

V. CHISHOLM, L. ATKINSON, C.J.H. KELNAR, K. NOYES, C. DONALDSON & A. PAYNE, Dept. of Psychology, Queen Margaret University College.

Treatment of diabetes is based on a complex regime and parents must both secure the child’s behavioural compliance with difficult procedures and teach them the skills necessary for disease management. Parents must contend with both socioemotional and pedagogical challenges. We used a developmental approach adapted from parenting research to study compliance with the diabetic treatment protocol in 43 three- to eight-year-old children and their mothers. We administered disease-specific and general psychosocial measures. We also used a problem-solving design to study mother-child collaborative activity. The results of placing stress were related to the psychological adjustment of the child and to disease-specific measures, indicating significant compliance between the two. Problem-solving tasks, difficulties in how they managed their child’s behaviour and in their teaching styles. Together, these findings demonstrate that the interpersonal context in which diabetes adjustment occurs is associated with behavioral and learning styles of the young child which are critical for optimal disease adjustment.

See me! Feel me! Touch me! Comparing primary schoolchildren’s experiences of historical museum objects

R. COWAN, S. MACDONALD, & L. TAYLOR, Psychology and Human Development, Institute of Education University of London.

Museums are believed to have a major role in play in stimulating the imagination and aesthetic development. They provide a variety of experiences of objects ranging from visual inspection to handling. However, visitors have sought to enhance visitors’ appreciation of the objects through supplying contextual information by text, audiotape or video. Others believe in the value of handling experiences and provide these to visitors through loan boxes to schools. While handling has its passionate advocates, rigorous evidence of the value of handling does not exist.

Our preliminary study compared close visual inspection with handling of museum objects. Egyptian Shabti figures, to see how they affected children’s memory for the specific objects and information about them, and their enthusiasm for Egyptian history. Both forms of experience stimulated similar high levels of interest and retention of information but the children who handled the objects remembered them better.

Online line inferences during children’s reading of fairy tales

C. CRANE & M. SNOWLING, Dept. of Psychology, University of York.

The study investigated whether children were able to overcome the belief bias effect in order to generate inferences when reading fairy tales. Thirty-eight children were divided into two groups based on their reading age (Less Skilled group...
Development of animal recognition: A difference between parts and wholes

In this paper we examine how the observed lag between children’s belief attributions and their belief-based attributes of happiness (Hadwin & Perner, 1991; Bradmetz & Schneider, 1999) relates to a measure of maternal mental state language (Meins, Fernyhough, Russell, & Clarke-Carter, 1998). Harris (1996) has drawn attention to the role of conversation in opening up the world of the child. The present study examines the relationship between belief and belief-based happiness. Our results suggest that the belief-based attributes of happiness were described in more mentalistic terms than children who only passed the false belief attributions. However, children who only passed the false belief attributions were described in more mentalistic terms than children who did not.

The influence of maternal mental state language on children’s understanding of belief and belief-based happiness

In this paper we examine how the observed lag between children’s belief attributions and their belief-based attributes of happiness (Hadwin & Perner, 1991; Bradmetz & Schneider, 1999) relates to a measure of maternal mental state language (Meins, Fernyhough, Russell, & Clarke-Carter, 1998). Harris (1996) has drawn attention to the role of conversation in opening up the world of the child. The present study examines the relationship between belief and belief-based happiness. Our results suggest that the belief-based attributes of happiness were described in more mentalistic terms than children who only passed the false belief attributions. However, children who only passed the false belief attributions were described in more mentalistic terms than children who did not.

The numeracy recovery intervention scheme: An update

A. DOWKER, Dept. of Experimental Psychology, University of Oxford.
A Numeracy Recovery Intervention Scheme (NARYS) which was funded by the Esme Fairbairn Charitable Trust, is being piloted with six- and seven-year-olds in seven Oxford first schools. The scheme involves children who have been identified by their teachers as having problems with arithmetic. These children are assessed on eight components of early numeracy: e.g. translation between concrete, verbal and numerical formats; derived fact strategies; arithmetical estimation. The children then receive weekly individual intervention in the particular area of arithmetic they have difficulty. To assess effects, children receive the WISC Arithmetic subtest, the BAS Basic Number Skills subscale and the Numerical Operations test before the intervention begins and at intervals of about six months. The first 122 children in the project showed significant improvement in standardised scores in all tests approximately six months following the start of intervention. So far, these gains appear to be maintained.

Long-term stability of IQ scores in children born pre-term (<30 weeks)

In the present study, IQ scores were assessed in a group of 21 typically developing children at age six years, four months, who participated in a randomised feeding trial after birth were studied at age seven and adolescence (mean age 15 years, five months); all were neurologically normal. We examined the stability of IQ scores from age even (WISC-R) to adolescence (WISC-III). Studies in normally developing children show IQ is fairly constant over time; few studies have looked specifically at IQ stability in neurological normal and preterm children. It is important that these children perform significantly better than a control group on the WISC-Arithmetic subtest. A series of experiments examined children’s acquisition of animal Wholes especially for the younger ages tested (six and 10-year-olds). It was not until the age of 15 to 16 that children demonstrated equal understanding of syntax. Our findings are consistent with the goal hypothesis of imitation, put forward by Bekkering, Wohlsclager, and Gatis (2000).

The comprehension of spatial relations in Williams syndrome

E. FARRAN & C. JARROLD, Dept. of Psychology, University of Reading.
Williams syndrome (WS) is a rare genetic disorder in which visuo-spatial abilities are poor relative to verbal abilities. Individuals with WS typically produce piecemeal drawings and constructions (production tasks) inaccurately reflecting and dissolving the global form correctly. However, global information does not appear to be neglected on perceptual tasks in WS. It is hypothesised that this discrepancy between perception and production in WS could relate to the encoding of the spatial relations between the parts of an object. Two forms of spatial relations were investigated; categorical (e.g. up, down, above, below) and ordinal (i.e. distances between objects). Results revealed that 21 individuals with WS were significantly poorer at encoding both forms of spatial relations than a group of 21 typically developing children who were matched for non-verbal ability. In summary, individuals with WS experience difficulty in encoding spatial relations. This may explain the different patterns of performance on perception and production tasks in WS.

Orthographic analogies in early reading: Assessing the reliability of the clue word task

L. FARRINGTON-FLINT, C. WOOD, D. FAULKNER & K. CANOBI, Centre for Childhood Development & Learning, The Open University.
It is unclear whether children in the early stages of learning to read, are capable of using a genuine orthographic analogy strategy. Although some researchers for example, argue that orthographic analogies are fundamental to reading development, others suggest that young children’s ability to make orthographic analogies can be accounted for by word frequency and phonological priming effects. This paper aims to explore some of the theoretical and methodological issues that have arisen from the recent literature, with particular reference to examining the reliability of the clue word task.

An investigation into the stability of the development of an understanding of false beliefs

E. FLYNN, School of Psychology, University of St Andrews.
The aim of this longitudinal study was to examine the stability of the development of an understanding of false beliefs. Forty-two children participated, 28 children (aged three years one month to four years three months) were in an experimental condition and 14 children (aged three years three months to four years three months) were in a control condition. The children in the experimental condition were tested six times on a battery of false belief understanding tasks; each testing phase was four weeks apart. The children in the control condition completed the battery of tests during the last testing phases. The analysis included an examination of the children’s performance on these tests within each testing phase and an examination of the stability of the children’s performance on these tests over the six phases. The results are still being analysed and the final results will be presented at the conference.
Hue categories in four-month-old infants: A replication and extension of a classic study
A. FRANKLIN & I. DAVIES, Dept. of Psychology, University of Surrey.

In a classic, though never replicated study, Bornstein, Kessen and Weiskopf (1976), provided evidence that four-month-old infants perceive the four basic hue categories of blue, green, red and yellow. Gerhardtstein, Renner and Rovee-Collier (1988) failed to establish categorical effects on colour pop-out in infants. Various weaknesses in the design and colorimetry of these studies have been highlighted (Werner & Wooten, 1985, Banks & Salapatek, 1983, Davies & Franklin, in press). Here, in a design that overcomes these weaknesses, using a novelty preference task that carefully controlled the reflective stimuli, we replicate the finding of basic blue and green categories at four-months. However, in addition, we provide evidence of a purple hue category. The implications for our understanding of colour perception and the role of linguistic and perceptual processes are discussed.

Social feedback facilitates rapid comprehension of novel object labels in 13- and 17-month-old infants
P. GURTEEN, P. HORNE & F. LOWE, School of Psychology, University of Wales.

This study investigated novel object-label comprehension in 13- and 17-month-old infants. Eleven 13-month-olds and ten 17-month-olds were presented with two novel labels (zag and vek), one for each of two novel objects. The relation between each object and its label was first demonstrated in two exposure trials per object. Next, in each of ten preferential-looking training trials, the novel objects were presented side-by-side (left-right positions counterbalanced across trials) and the experimenter asked, ‘Where’s the [zag/vek]?’ The infant’s first look to the designated object was rewarded with social praise, music and lights. Label comprehension was then tested in preferential looking trials in which no feedback was given for the infant’s looking at either object following the experimenter’s question. Both age groups showed rapid learning of novel label comprehension, demonstrating that the pairing of novel object and novel spoken label is not a necessary for learning word comprehension.

Children’s perceptions of closeness and security in child-parent relationships following parental separation

The present paper reports on findings from a qualitative study of children’s experience of the child-parent relationship following parental separation. In particular, it explores children’s perceptions of closeness and security in the child-parent relationship following parental separation. Insight into children’s perspectives on family transitions is particularly relevant in light of the increasing numbers of separated parents in Ireland and the relatively recent introduction of divorce. Further, as this is a quantitative study with 60 children (aged eight to 17 years of age) are discussed in terms of whether and how children perceive relationships with both resident and non-resident parent following parental separation. Closeness and security in child-parent relationships are discussed in terms of relationships established prior to the separation and children’s perceptions of parental availability and emotional responsiveness in post-separation family life. Facilitating and hindering experiences of these aspects of the child-parent-relationship are also discussed.

Social dilemmas: Theory-of-mind, co-operation and fairness
E. HILL, D. SALLY & U. FRITH, Institute of Cognitive Neuroscience, University College London.

The choice to co-operate or compete with others confronts us on a daily basis, and it is likely that we use our mentalising skills to aid decision-making in such situations. We investigated the relationship between mentalising and two contrasting facets of social dilemma – those involving the choice to co-operate with another for joint gain or competition for joint gain and those involving bargaining – in children and adults with and without autistic spectrum disorders. The results suggest that individuals who invoke a dilemma either to compete for your own gain or to co-operate for the best of a pair are associated with mentalising ability. In contrast bargaining tasks do not activate these mechanisms. We conclude that these two aspects of social dilemmas are subserved by different neural mechanisms, with situations involving a more obvious ‘dilemma’ involving the mentalising circuit, and bargaining situations invoking a ‘fairness’ mechanism.

Help seeking amongst child and adolescent victims of peer-aggression and bullying: The influence of school-stage, gender, victimisation, appraisal and emotion
S. HUNTER, J. BOYLE & D. WARDEN, Dept. of Psychology, University of Strathclyde.

Background: Anti-bullying programs encourage victims to tell someone about their predicament. While research has reported prevalence and efficacy of telling, and who/when children tell (Eslea, 2001; Glover et al., 2000; Talamelli et al., submitted), there is little understanding of why pupils ask for help. Given that seeking support can be viewed as a coping behaviour, the current study aimed to examine the effects that coping process variables such as appraisal (threat, challenge, control) and negative emotion have upon support seeking by victims of peer-aggression and bullying.

Sample: Participants were 830 children aged nine to 14 years.

Method: Self-report questionnaire.

Results: Stepwise multiple regression analysis revealed: girls were more likely than boys to seek help, as were pupils with high challenge appraisal or high negative emotion.

Conclusion: This study was one of the first to research validating the applicability of process models of coping in a bullying context. Additionally, the results have practical implications for anti-bullying interventions.

Drawing improves young children’s recall of video information
R. JOLLEY, A. APPERLEY & S. BOKHARI, Dept. of Psychology, Staffordshire University.

Younger children’s tendency to recall less information than older children has important implications for their recall in judicial and clinical settings. Research has found that asking children to draw an experienced, naturalistic event facilitates recall, but not in controlled item recall tasks. This study presented a methodology that incorporated drawing information whilst ensuring all children witness the same information. Fifty-five to six-year-olds watched in groups a video on gravity that was both educational and amusing. The following day children were allocated to either a tell-only group, draw-and-tell group or a draw-then-tell group, and recalled the memory or parts of the video. Their verbal reports were compared to an agreed list of items, colours, actions and settings from the video. Children in both draw groups recalled significantly more (twice as much) accurate information than the tell-only group. The findings provide strong support for the use of children’s drawings in their recall of information.

How do young children process beliefs about beliefs?: Evidence from response latency
H. KIKUNO & P. MITCHELL, School of Psychology, University of Nottingham.

The purpose of this study is to compare rival theories of the incorrect judgements of younger children on false belief questions. A conceptual change theory assumes that children less than four-years-old would acquire concept of belief, while a bias theory assumes that they have acquired it but their judgement would be impaired by bias to report on the basis of some perceptual cue. If concept change theory is true, then the response time of children who judge incorrectly on a false belief task should be the same as when asked about prior factual events. This study consisted of three experiments using the unexpected transfer task. The results showed that the response time on the true or false belief question was longer than on the reality and the memory question irrespective of whether children’s judgement was correct or incorrect. These results are consistent with the predictions of the bias theory but not the conceptual change theory.

A cross-cultural study on early vocal imitative phenomena in different relationships
T. KOKKINAKI, Dept. of Psychology, University of Crete.

The present study aimed to investigate early vocal imitative phenomena in different countries and relationships. Thirty infants born in Greece (n = 15) and in Scotland (n = 15) were observed in dyadic interactions with their mothers and fathers at home from the second to the sixth month of their life. Several basic aspects of vocal imitation such as frequency across the age range of the study, structure, the linguistic nature, and the direction and the temporal patterns of it were micro-analysed and compared in dyadic interactions of fathers and mothers with their infant boys and girls in Scotland and Greece. It was found that: (a) Each aspect of vocal imitation differs between Greece and Scotland; (b) The frequency of vocal imitation across the age range of the study, the structure, the linguistic nature, and the direction and the temporal patterns of it but not the imitative direction were found to differ between girls and boys; and, (c) Maternal and paternal vocal imitative exchanges were found to be rather different than similar. The results are discussed in the frame of innate intersubjectivity theory.

Children’s ethnicity and gender-based reasoning about foods
V. LAM, Dept. of Psychology, Goldsmiths College, University of London.

The present paper examined the influence of ethnicity and gender on children’s reasoning about food choice. Eighty-four children in three ethnic groups (five, six to seven, and eight to nine years) were shown photographs of unfamiliar food stimuli and unfamiliar foods. Children were told that the same stimuli were observed and asked to rate how much they and their friends would like each food. White children predicted that boys would like the foods more than girls. White children predicted that Asian boys would like the foods more than white and black targets whilst Asian children predicted that black targets would like the foods more than white and Asian targets. Analysis of difference between the data for the same- and other-ethnic targets and predictions for same- and other-ethnic targets showed that they were ethnocentric from age six to seven, predicting that same-ethnic targets would like the foods more similarly to themselves compared to other-ethnic targets. These findings are discussed in light of cognitive developmental and schematic processing theories.
A comparison of language impairment in adolescents with Down’s syndrome and children with specific language impairment

G. LAWS & D. BISHOP, Dept. of Experimental Psychology, University of Oxford.

The literatures on language development in these two populations suggest certain similarities in the nature of the impairments. This study directly compared language impairment in adolescents with Down’s syndrome with younger children with SLI matched for level of nonverbal cognitive ability. Language disorders shared many common features: language comprehension better than expression; impaired grammar alongside understanding of verb tense marking; and deficits in phonological memory and phonological awareness. Some notable differences were also observed: vocabulary demarked AS was a particular strength in Down syndrome; regular and irregular verb past tense marking were dissociated in DS but not SLI; and there were differences in the relationships among measures.

Dyadic orienting and joint attention in children with autism

S. LEEKAM & C.A. RAMSDEN, Dept. of Psychology, University of Durham.

Children with autism have difficulties with joint attention. Previous theoretical accounts suggest that this problem is the consequence of a deficit in higher-order representations. An alternative view is that the joint attention impairment is built on the foundation of difficulties in dyadic interaction. In this study we observed dyadic orienting and joint attention in 20 children with autism and 20 children with developmental delay in a play setting. We measured responses to vocal and tactile attention bids by a researcher (dyadic orienting) and initiations of pointing and showing (joint attention). Children with autism elicited more adult attention bids, especially bids that required nonverbal modalities and responded to fewer bids than developmentally delayed children. Sensitivity in dyadic orienting was significantly related to use of triadic joint attention. We discuss implications of these findings for social orienting accounts of autism.

The role of theory of mind in the acquisition of ‘cultural knowledge’ in autism

E. LOTH & J.C. GÓMEZ, School of Psychology, University of St Andrews.

We investigated the ability of adolescents and young adults to set aside their own knowledge of reality in judging how a protagonist would handle a conflict. Study 1 replicated Mitchell et al. (1996) in demonstrating that many participants judged that a protagonist would believe what he saw in preference to what he was told unless they (the participants) had privileged information that the utterance was true. In this case they were biased in judging the protagonist would believe the utterance was true. However, the effect was not apparent in participants who lived in a collectivist village community in Cyprus. Those participants tended to judge that the protagonist would believe the utterance was true in both conditions. Study 2 showed that the effect in the UK varied according to whether participants perceived themselves as belonging to a collectivist or individualistic community. The effect was also predicted by Rotter’s trust scale. Apparently, then, how people diagnose states of belief is influenced by their cultural experiences and values.

Quality of peer relationships as an influencing factor in socio-moral development and anti-social behaviour

S. MOHR & A. MCGEE, Dept. of Psychology, Glasgow Caledonian University.

This study has been designed to explore the quality, as opposed to the quantity of peer relationships and its influence on other factors such as sociomoral development and antisocial behaviour. Data are currently being collected from non-delinquent male and female high school students in and around Glasgow area between the ages of 12 and 16. For the purposes of this research project Kohlberg's (1964) stage sequence theory of moral development has been accepted. This study intends to contribute to existing psychological moral reasoning. It has already demonstrated a link between moral development and both quality of peer associations and two group of children (Kohlberg, 1969) and juvenile delinquency (Jurkovic, 1980; Blair, 1980; Neary, 1990). Initial results indicate that the quality of same- and mixed-sex peer relationships may be related to sociomoral development, and antisocial attitudes in adolescents. The results are discussed in relation to existing psychological moral reasoning, quality of peer associations and attitudes toward delinquent activity.

Social perception in children with learning difficulties: Interpretation of expressive and situational cues of emotion

D. NABUZOKA & C. RADBOURNE, School of Social Science and Law, Shrewsbury Hall Institute.

This paper reports a study on the relative reliance on expressive and situational cues in interpreting emotions by different age groups of children with learning difficulties (LD) and another group of normal peers. Differences were observed in identification of emotions from expressions, and those evoked by given situations in the absence of expressive cues. Where situational and expressive cues were congruent, non-LD children relied significantly more on situational cues, and less on expressive cues, than children with LD. Older children with LD relied on situational cues to a greater extent than younger children with LD. Where situational and expressive cues conflicted, younger children with LD relied on expressive cues more than older children with LD and non-LD children. Non-LD children resolved conflicting cues to a greater extent than both groups of children with LD.

Implications for social cognitive development of children with LD are discussed.

What constitutes a family? A developmental study of children’s perspectives


In recent years, children have become increasingly likely to live in family types other than the traditional ‘nuclear family’ form. Little developmental research has investigated how children understand the concept of a family, or how this concept may differ for older and younger children. This paper reports a study involving 100 children from three age groups: nine to 10, 10 to 12 and 13 to 14-years-old. The study aimed to investigate the importance of family structure and the function of family relationships for defining what constitutes a family. A series of vignettes which represented varied family structures and relationships were presented and the children were asked whether each of the scenarios constituted a family. Results indicated that there was as much within-group variability as between-group variability, in terms of what was important in defining a family. These findings suggest that age alone cannot explain children’s perspectives on what constitutes a family.

Being a Developmental Psychologist in 2002: Integrating ‘basic’ and ‘applied’ research

S. NORGATE & R. SHAW, Centre for Childhood, Development & Learning, Faculty of Education, The Open University.

When is the nature of the research being done by developmental psychologists failing to carry out research of relevance to the ‘real world’? The distinction used between ‘basic’ and ‘applied’ research employed by Mischel and Shoda (1995) is increasingly unlikely to be relevant in the 21st century, where we are no longer restricted to Länder (1980) who observed that researchers tended to align themselves on one or other side of the ‘basic-applied’ distinction. This paper reports trends in the proportion of developmental research classified as either ‘basic’ and ‘applied’ integrated’ derived from data made available from the last decade. In addition, based on questionnaire data, we describe the current range of approaches perceived to be ‘integrative’ by developmental psychologists investigating development across a range of areas. These approaches are compared and contrasted with the models recommended by Schwebel et al. (2000). Strategies for research in the spirit of ‘true’ integration proposed by members of the UK developmental community are presented.
Every early theological understanding in pre-school children from the UK and Japan

O. PETROVIC, Dept. of Experimental Psychology, University of Oxford.

Two studies investigated young children's theological ideas in the context of their understanding of the physical world. In Study 1, 102 Japanese and 90 UK children aged four, five, and six, were asked questions about a set of natural and artefact items in terms of their causal origins and to answer questions about a pair of stories designed to test anthropomorphism. In Study 2, 24 (age four) and 25 (age five) Japanese and 25 (age four), 26 (age five) and 28 (age six) UK children were tested by the same procedure. Children were asked to judge the cosmological question in a forced-choice format. The two studies indicate that children from both cultures engage in the same response strategies and do so under the same conditions. The pattern of their responses is also similar in spite of the differences between two religious cultures.

Can individuals with Asperger's syndrome understand non-literal language in computer dialogue?

G. RAJENDRAN, P. MITCHELL & H. RICKARDS, School of Psychology, University of Nottingham.

In this study autistic participants' understanding of non-literal language and social norms was explored via computer mediated role play. The Asperger/High-functioning autistic group was predicted to show understanding of non-literal speech using this method, but not appropriate behaviour compared with the Tourette and clinically normal comparison groups. Analysis revealed that the normal group were significantly better at understanding a figure of speech and showed more appropriate behaviour than the AS/HFA group. Most of the difference between these groups might have been secondary to individual differences in verbal ability. Additionally the group showed better understanding of a figure speech and more socially appropriate behaviour than the AS/HFA group, though this might have been secondary to higher executive ability. Understanding sarcasm was predicted neither by verbal ability, nor executive ability nor clinical diagnosis. This suggests that different types of non literal speech may not be comparable and should not be treated as equivalent tests of understanding of mind.

The role of content and structure in children's judgements of individual sentences

E.P. PERRY, Dept. of Psychology, University of Manchester.

In two investigations, children from reception and Year 2 were required to evaluate sentences that contained either 'good' or 'bad' content, and were either internally consistent or inconsistent. Results showed that reception children in particular were prone to make judgements based on the content of the sentences; whereas Year 2 children increasingly used structure. In the second investigation, instructions designed to focus on the content of the sentences were found to be beneficial for both age groups, suggesting that children's apparent lack of comprehension monitoring skills may be due to problems with appropriate apportionment of attention.

The role of prior knowledge in autistic perception

D. ROPAR, P. MITCHELL & K. ACKROYD, School of Psychology, University of Nottingham.

Perception in individuals with autism seems somewhat distinctive and there is debate about the attenuated influence of prior knowledge. To explore this possibility, we shall present the Shepard illusion, which consists of a pair of parallelograms, one oriented in landscape and the other in portrait format. The illusion powerfully leads us to perceive the two shapes differently whereas in fact they are identical. It is even more potent when legs are added to make the stimuli look like tables. We have created the illusion in Java programming language and will present it on a LCD computer screen. Participants will adjust one of the parallelograms to make it look identical to the other, where the degree of error will be scored as a measure of illusion strength. We hypothesize that the illusion will be weaker for individuals with autism and that this effect will be especially noticeable in those cases when the stimuli look like tables, in which the effect is potentiated due to the impact of prior knowledge in participants without autism.


A. RUTLAND, L. CAMERON, A. MILNE & P. McGEORGE, Dept. of Psychology, University of Kent.

Existing research has typically found a decline in childhood intergroup bias from approximately eight years of age. However it is still unclear whether this developmental trend results from the growth of multiple children's awareness of their own identity or the onset of self-presentation in line with the normative context. To examine this issue further we conducted two studies into the development and self-regulation of ethnic and national intergroup attitudes. In both studies approximately 160 (six to eight years, 10 to 12 years, and 14 to 16 years) were randomly allocated to a high or low public self-focus condition. Public self-focus was manipulated using a video-camera, with the camera 'on' in the high condition and 'off' in the low condition. Each study used an explicit trait attribution task and an implicit bias measure (IAT: Implicit Association Test). The findings suggest children's attitudes act in accordance with the normative context and engage in self-presentation through the regulation of explicit intergroup attitudes.

Solving the retreat problem: Effects of corrective input in child language acquisition

M. SAXTON, P. BACKLEY & C. GALLOWAY, Dept. of Psychology, University of Westminster.

This study investigates how young children retreat from grammatical errors and attain a mature, adult-like system of grammar. Longer-term effects of corrective input were investigated with a sample of 12 participants aged 2.0 at the start (range 1.9 to 2.5). Two-hour samples of naturalistic conversational data were gathered on two occasions, separated by a lag of 12 weeks. The transcribed data were analysed within the framework supplied by the Contrast Theory of negative input, in which two distinct forms of corrective input are identified: negative evidence and negative feedback (Saxton, 1997, 2000). Thirteen grammatical categories were investigated in a cross-lagged panel design and an association between frequency of corrective input at Time 1 and the grammaticality of child speech at Time 2 was observed for three aspects of grammar: possessive; third person singular; and copula. No such relationships were observed for more mature, a non-corrective source of linguistic input.

Perceptual causality – origins and development

SCHLOTTMAN & E. RAY, Dept. of Psychology, University College London.

We tend to perceive the world as a collection of schematic events: If square moves up to B, which moves away at or before contact, adults see this as A launching B, or B running from A. Thus adults relate minimal perceptual information to complex notions of mechanical or social
causality. This talk reviews recent studies on perception of causation-at-a-distance with adults, talking-age children and preverbal infants. Observers distinguish mechanistic from social causality from age three, but only adults are influenced by agent cues. Infants are sensitive to causation-at-a-distance from six months, complementing their well-documented sensitivity to contact causality at the same age. Ongoing studies of causation-at-a-distance are linked to social cognition from the beginning, by considering correlations between perception of causality and other measures of infant cognition about the physical and social world.

Inhibition and ADHD: Performance and behaviour on a series of computerised ‘games’
R. SHAW, Centre for Childhood, Development and Learning, The Open University, UK.
Computerised studies were designed to assess inhibitory performance and behaviour of children with ADHD. Initial investigation using the Conner’s Continuous Performance Test II (CPT II) and a Pokémon version of the CPT II revealed significant improvements in ability to inhibit an ongoing response and on task behaviour on the more game like Pokémon version. Subsequent manipulations of the CPT II, utilising features of computer games including score, character, colour, sound and a points scoring system, revealed improvements in either performance, behaviour or a combination of both. The points scoring system was particularly interesting as counter intuitive finding. When used alone the addition of this system resulted in significant increases in performance, but a decrease in ability to inhibit an ongoing response. Manipulations of incentive and cost involved in the points system resulted in improvements in both on task behaviour and performance where costs were high. Results have implications for theoretical accounts of ADHD and research methods.

Rethinking object compounds in pre-schoolers: The cause of pairwise learning
S. SIROIS, School of Psychology, Birbeck College.
This paper examines the ability of preschoolers to correctly classify individual stimuli following pairwise category learning. Children aged four and five were repeatedly presented with pairs of blocks exhibiting mutually exclusive attributes for shape and color. One (and only one) such attribute (e.g. triangle) reliably predicted the presence of character underneath. Children understood that member of the pair. Training continued until children’s performance reached criterion (eight correct out of 10 consecutive trials). In the overtraining phase interesting and predictive counter intuitive finding. When used alone the addition of this system resulted in significant increases in performance, but a decrease in ability to inhibit an ongoing response. Manipulations of incentive and cost involved in the points system resulted in improvements in both on task behaviour and performance where costs were high. Results have implications for theoretical accounts of ADHD and research methods.

Reading and comprehension as separable components of the Neale Analysis of Reading Ability
A. WATLING & R. BANERJEE, School of Psychological Sciences, University of Sussex.
Previous research has demonstrated that 10- to 11-year-olds are able to identify self- presentational tactics with ambiguous instances of ingratiation (e.g. flattering another to appear nice) and self-promotion (e.g. extolling one’s own virtues to appear competent). The present study investigated whether 9 year school children’s understanding of these tactics in more detail, and assessed associations with sociometric status. Half of children aged six to 11 years, it was found that children who saw self-promotion as designed to achieve a specific situational outcome, while ingratiation was seen as designed to achieve positive social evaluation. Interestingly, differing relationships

Lateralisation of face processing as an explanation of the left cradling bias in right-handed women
B. TODD & V. BOULINE, Psychology Group, School of Cognitive and Computing Sciences, University of Sussex.
There is evidence that women show a bias to hold infants or dolls on the left side of the body (deChateau, 1983; Salapatek, 1983) which is independent of handedness and is not matched in males (e.g. deChateau, Holmberg & Winberg, 1978). This lateralisation and explanation of cradling preferences in terms of hemispheric specialisation for the perception of emotional expression. Of 32 right-handed participants (12 males), those who cradled a doll on the left side were found to have significantly higher lateralization quotients than right cradlers in a chimpanzee face processing task. This manipulation resulted in above-chance performance in average mean retrieval rates. These results suggest that even two-year-olds can interpret pictures as information about the world and call for first trial re-analyses of earlier studies.

Children’s understanding of self-presentational tactics
D. WATLING & R. BANERJEE, School of Psychological Sciences, University of Sussex.
Previous research has demonstrated that 10- to 11-year-olds are able to identify self- presentational tactics with ambiguous instances of ingratiation (e.g. flattering another to appear nice) and self-promotion (e.g. extolling one’s own virtues to appear competent). The present study investigated whether 9 year school children’s understanding of these tactics in more detail, and assessed associations with sociometric status. Half of children aged six to 11 years, it was found that children who saw self-promotion as designed to achieve a specific situational outcome, while ingratiation was seen as designed to achieve positive social evaluation. Interestingly, differing relationships
involving the sociometric nominations were found for the boys and girls. The results are discussed in the light of emerging insights into the connections between peer relations and social cognition.

Early interventions for children with autism: Evaluation prerequisites
K.R. WILLIAMS & J.G. WISHART, Faculty of Education, University of Edinburgh.
The effectiveness of many of the currently available interventions for autism has yet to be rigorously evaluated. One difficulty is that when evaluations do take place their design is often not reflective of how the intervention is actually used in real life. An important prerequisite to any evaluation, therefore, is to obtain a profile of the consumers of intervention, patterns of typical usage (e.g. intensity and duration) and level of therapeutic fidelity. This paper reports on a one-year repeated measures questionnaire and interview study which sought to provide such a profile in relation to the Son-Rise Programme, a parent-run intervention which has become increasingly popular in the UK in recent years. Despite great heterogeneity in both the children and objects involved in the locations of intervention use it proved possible to produce a Son-Rise users profile. However, the study highlighted some potential reliability and validity concerns for any future evaluation.

Are young children's array specific drawings indicative of a general tendency to adopt an external perspective?
F. ZIEGLER, P. MITCHELL & G. CURRIE, School of Psychology, University of Nottingham.
Children's drawing literature indicates that young children draw array specific, that is in their actual relative to one another. Older children and adults produce view specific drawings, that is the apparent relation of the objects from their viewpoint (Bullowa, 1979). At Primate Research Institute (PRI), Kyoto University, adult chimpanzees were trained to take an internal or external perspective in a spatial array. Children will also complete a perspective-taking task. If they take an internal perspective, then array specificity in children's drawings might be a domain-specific phenomenon.

POSTERS
The effect of symbolic play on the language acquisition of four-year-old children in Turkey
N. AHOIGLU, Faculty of Educational Sciences, Ankara University, Turkey.
This study investigated the effect of symbolic play on the level of language acquisition of pre-school children who were four-years-old. Subjects whose language were developing normally were 12 randomly selected two kindergartens in Eski-ehir Turkey. The subjects normally were 12 randomly selected two kindergartens in Eski-ehir Turkey. The results of these models show that the vocabulary of the children of higher class is characterised by the use of modifiers, while that of the children of the lower class is characterised by its predominant use of nouns.

Where's Elmo, Eeyore & Po? Very young children's understanding of spatial terms
S.J. ALLOTT & B. PLESTER, Psychology Subject Group, Coventry University.
Children between two-years-old and three-and-a- half-years-old completed three object placement tasks that used their knowledge of spatial in, on and behind. Each child had to place a toy three times matching to a sample placement, verbalize the position of three toys, and place three toys verbally described by the experimenter. There was a marginal increase in success as age increased, as expected, the two-year-olds being significantly poorer than the three-and-a-half-year-olds. The matching task was most successful by all ages, the children verbalises the task the least, the difference being only marginal, and the experimenter-verbalises task-intensity of the children placement predicted two-year-olds' performance on the child-verbalising task, but no group's performance on the experimenter-verbalises task. Using the child's product related to perceptual representation of the locations, where receptive language was not.

Mutual gaze between mother and infant chimpanzees: The view across cultures
In many human cultures, mutual gaze between mothers and infants is actively nurtured (e.g. Moore & Meltzoff, 1994). Infants in Japanese for six-months of age, engage in the pattern of brief eye gaze with others. Videotaped interactions of chimpanzee mothers (three from PRI and eight from Yerkes) with their infants (at age two, four, and three months of age) were micro-analysed. Would mothers 'teach' their infants their own group-specific (e.g. 'cultural') pattern of eye gaze? The rate of mutual gaze was significantly higher at PRI than Yerkes. We conclude that infants, by three months of age, engage in the pattern of mutual gaze practiced by their mothers. Patterns of mutual gaze appear to be a result of social learning supported by maternal intuitive parenting behaviours.

The comprehensio of decontextualised pretence in children with autism
S. BIGHAM & A. BOURCHIER, Dept. of Human Sciences, Brunel University.
This study aimed to assess whether developmental progression through which normal children use increasingly dissimilar props in their object substitution pretence (decontextualisation) is shown in autistic children's comprehension of pretence. Several pretend gestures involving a range of props reflecting seven levels of decontextualisation were assessed. The children's verbal explanations of each pretend gesture. The results suggest that autistic children show a selective impairment relative to language matched controls. Specifically, autistic children's understanding of the pretence was only impaired where the form and/or function of the subtructive object conflicted with the pretend gesture. Their comprehension was unimpaired where there was no conflict. The results indicate that impaired pretence in autism may result from an executive function deficit.

Children's language skills and their relation to hyperactivity/impulsivity and inattention
S.J. BIGNELL, Dept. of Psychology, University of Essex.
This study explores the relation of normally developing children's language comprehension skills with the symptoms commonly found in children diagnosed with ADHD. A large sample of seven- to 11-year-old schoolchildren were screened by teacher questionnaire of class behaviour and a selection of children, then one of three groups based on the DSM-IV criteria for ADHD subtypes. Assessment included teacher and parentquestionnaires and objective child measures that assess related aspects of language and behaviour. These included, reading ability, pragmatic language skills, verbal and non-verbal vocabulary, attention span, hyperactivity and impulsivity, non-verbal reasoning, and cognitive and behavioural inhibition measures. The results of these models show that the vocabulary of the children of higher class is characterised by the use of modifiers, while that of the children of the lower class is characterised by its predominant use of nouns.

A comparison of the spontaneous and elicited wishes of three- to six-year-old children
A. BOURCHIER, A. MORRISON & L. BASSETT, Dept. of Human Sciences, Brunel University.
There has been little research investigating children's wishings and understanding of the efficacy of wishes. The available research has been limited by focusing on few wishes and by looking at elicited wishes rather than spontaneous wishes. The aim of this study was to compare the spontaneous and elicited wishes made by three- to six-year-olds. Elicited wishes were generated by 35 children (20 boys, 15 girls) on being asked to make three wishes. Spontaneous wishes were obtained from within the CHILDES (MacWhinney, 2000) language database (n = 51; 28 boys, 23 girls). Content analysis of the wishes revealed two qualitative differences between the spontaneous and elicited wishes. More elicited (66 per cent) than spontaneous (21 per cent) wishes referred to objects and possessions, while more of the spontaneous (18 per cent) than elicited (six per cent) wishes referred to other people. These findings are discussed in terms of previous accounts of children's wish types and implications for future research.


**Factors affecting conscious awareness in the recollective experience of adults with Asperger’s syndrome**

D.M. BOWLER, J.M. GARDINER & S. GAIGG, Dept. of Psychology, City University.

Tulving’s systems theory of memory proposes that the operation of the episodic memory system is accompanied by a characteristic subjective experience that mediates conscious awareness, which involves mental time travel and a re-living of the previously experienced episode. This awareness of ‘enticing’ awareness, which results from the operation of the semantic memory system. These states of conscious awareness can be measured by asking participants whether or not they ‘remember’ having seen a studied word in a recognition memory test or whether they ‘know’ it was present in a collection of episodic. Although Bowler, Gardiner and Grice (2000) have shown a small but significant impairament of autoonotic awareness in adults with Asperger’s syndrome, the question remains as to whether such awareness in Asperger individuals is quantitatively or qualitatively different. Two experiments will be presented in which manipulations that have been demonstrated to affect remembering and knowing differentially in typical populations are used on a sample of adults with Asperger’s syndrome. The results suggest that the remembering seen in such individuals, although reduced in magnitude, is qualitatively similar to that seen in typical individuals.

**The perpendicular bias in children’s line copying: Benchmark data**

S. BOYLES, A. DAVIS & B. DE BRUYN, Dept. of Psychology, University of Surrey.

The perpendicular bias in children’s line copying is the tendency to copy angles of 45 degrees as being closer to 90 degrees. The literature on the bias across domains for the bias for oblique baselines. However, research on the bias for horizontal and vertical baselines is equivocal. The data presented here are a subset from a project involving a series of studies into the spatial constraints on the perpendicular bias. These data provide reference points to allow benchmarking for children’s line copying as a function of baseline orientation in the absence of any experimental manipulation. The results show an equally strong bias for horizontal, left- and right-oblique compared to the bias for oblique baselines. However, research on the bias for horizontal and vertical baselines is equivocal.

**The effects of oral and silent reading on children’s comprehension**

A.C. PERRUSI BRANDÃO & J. OAKHILL, Experimental Psychology, University of Sussex.

Studies of children’s reading comprehension and standard reading achievement tests usually focus on reading out loud. However, intuitively, silent reading seems to be more associated with understanding. In fact, some official documents devoted to the teaching of reading, such as the National Literacy Strategy document state, that, by the start of Year 3, children ‘...should have sufficient fluency to read aloud accurately with expression and to read silently with understanding’ (p.7, 1998). Therefore, it seems important to be sure that asking children to read out loud is really the most appropriate way to assess their reading comprehension. With this issue in mind, a study was conducted in order to address these issues. Do oral and silent reading have different effects on the comprehension of young average readers? Do children show any preference for one of them? Do their preferences have an impact on their comprehension performance?

**Do children’s drawings tell us how they feel about what they draw? The effect of emotional characterisations on the size and colour of children’s freehand drawings**

E. BURKKOT, M. BARRETT & A. DAVIS, School of Cognitive and Computing Sciences, University of Sussex.

This study addressed whether children would use size and colour differently in freehand drawings of topics that have different emotional descriptions. Previous research has shown that children will increase the size (Burkko, 2000; Thomas, Child, & Bennett, 2002) and use a preferred colour, in drawings of positively characterised topics compared with neutral topics, whilst less consistently decrease the size, and use a less preferred colour, for negatively characterised topics compared to neutral topics. These findings however were established using an unusual drawing task (copying outline models). This study assessed whether previous findings would generalise to more naturalistic freehand drawings tasks. Two-hundred-and-fifty-three children were presented with a real and a neutral storybook condition and asked to draw the main characters from each story. Reducing the size and using a preferred colour were facilitated by the presence of positive characterisations, whereas increasing the size and using a less preferred colour were facilitated by the presence of negative characterisations. The results were discussed in terms of the possible operation of pictorial conventions and appetitive-defensive mechanisms.

**Response inhibition or strategic deduction? Explaining young children’s performance on the Windows Task**

D.J. CARROLL, I.A. APPERLY & K.J. RIGGS, University of Birmingham.

The use of non-habitual means of responding on the Windows Task has been found to improve performance (Hala & Russell, 2001). It is unclear, however, whether this improvement is due to the novel response ‘inhibiting’ children’s problems with response inhibition, or because it makes reasoning about the task easier. The present study compared performance of 53 pre-school children using the pointing response across three conditions in which the contents of the windowed boxes were manipulated. The use of colour and size did generalise in the main to freehand drawing tasks. The results are discussed in terms of the possible operation of pictorial conventions and appetitive-defensive mechanisms.

**Learning letters and reading storybooks: What does it teach pre-school children?**


Several researchers have found that pre-school letter knowledge is one of the most important predictors of learning to read. Two possible reasons for what learning is an index of phonological learning, and that letter learning influences phoneme awareness This study investigates these two hypotheses within an intervention and a pre-test training with dialogic story book reading with pre-school children. Children were given pre-tests and post-tests in phonological awareness, phonological learning, and vocabulary. Follow up tests of letter knowledge, vocabulary, and phoneme awareness were given in the middle of second grade. The letter-learning group were more likely to develop phoneme awareness. However, pre-test phonological learning did not predict letter learning. In contrast, letter learning was related to post-test paired associate learning, while storybook reading was related to vocabulary learning. These results, while modest, suggest that methods of teaching influence the learning skills a child develops.

**Choosing among a set of equivalent objects: Effects of number, layout and age in an aerial photograph to model search task for young children**

H.S. CHAPLOW & B. PLESTER, Psychology Subject Group, Coventry University.

Thirty-five three- to five-year-olds used an aerial photograph of model layouts of upturned pots that look for hidden objects in four straight rows of four, six and eight pots, or in randomly scattered arrays of four, six and eight pots. Previous research has shown that young children have notable difficulties to locate objects in distinctive places, but have less success with non-distinctive targets (Deloache, 1989; Blades, 1991; Blades & Cost, 1998; Blades & Spencer, 2002). Success increased with age, and number of pots, as expected, but whether the pots were in a row or a random array made no difference overall, in contrast to previous findings, although there were interactions between number and age, and number and array. Early evidence of perceptual decomposition and subitising ability. Even the youngest children succeeded beyond chance in the array condition, but the older children found complete success.

**Children’s relationships with their non-resident fathers – influences, outcomes and implications**

H. CHENG, J. DUNN & L. BRIDGES, Social, Genetic and Developmental Psychiatry Research Centre, Institute of Psychiatry, King’s College London.

Children’s relationships with their non-resident fathers were studied in 162 children from single-parent and stepfamilies, selected from a representative community study. Children were interviewed about their relationships with their non-resident fathers, mothers and stepfathers; mothers reported on children’s adjustment, and other family variables. The positivity of child-father relationships was associated with the extent of contact between child and father, quality of the mother-child relationships, and mothers’ contact and support from their ex-partners. Negativity between child and father was correlated with negativity between child and mother, and child and stepfather. Contact and child-non-resident father relationship quality generalised two years, and related to children’s adjustment. These associations were significantly stronger for children from single parent families than for those with both natural parents, and for children whose mother had been pregnant as teenagers. Regression analyses showed that contact with non-resident fathers and child-mother relationships made key independent contributions to children’s adjustment.

**The link between morphology and spelling: Evidence from Greek**

KJ. CHILOUNAKI & B. BRYANT, Dept. of Experimental Psychology, University of Oxford.

This study examines the development of morphological spelling and morphological awareness in Greek orthography. The objective of the study is two-fold: (a) firstly, to investigate the developmental course of the ability to spell inflectional morphemes; and (b) secondly, to explore the hypothesis of a close association between morphological awareness and spelling inflections. In a longitudinal study, 105 first graders’ performance on measures of spelling inflectional and stem morphemes is evaluated in three Sessions, at the beginning of first grade (Session A), at the end of first grade and in the middle of second grade (Session C). Furthermore, two morphological awareness and two spelling inflectional tests were administered in Session A, a WISC IQ test is administered in Session B, and a standardised reading test is administered in Session C. Results suggest that the acquisition of morphological spelling strategies is not
accomplished in a single step, but follows a developmental course. The existence of a strong link between success and spelling is confirmed, and the contribution of morphological awareness to children’s success with morphological spellings is partially supported. The developmental course of spelling inflections as well as the predictive relationships found are discussed in relation to current theories of spelling development.

A comparison of the affordances of the home, neighbourhood, school and town centre for adolescents C. CLARK, Dept. of Psychology, University of Surrey.

The results confirm the function of the environment for adolescents. It considers the support available in the home, neighbourhood, school and town centre for adolescents’ development and for planning, design and management of adolescents’ environments.

Kids and the Two Towers: Performance on the Tower of Hanoi and Tower of London in five- to 20-year-olds R.E. CORNWELL, S. FELDSTEIN & H.P. DAVIS, University of St. Andrews. Performance on the Towers of London and Hanoi tasks is thought to reflect frontal lobe functioning based on evidence from lesion, imaging, and developmental studies. The performance of individuals between the ages of five and 20 was examined on the Towers of London and Hanoi. A significant developmental trend (r = 0.97) for planning, design and management of the environment for adolescents was also asked about the age at which they first had a romantic relationship, whether they currently had a boyfriend/girlfriend and if so how often they were in contact, and completed self-report questions relating to smoking, drinking and drug use.

Landmark use at six months of age in a spatial orientation task K.A. FOSTER, A.R. LEW & H.L. CROWTHER, Dept. of Psychology, Lancaster University.

Six-month-olds infants have previously shown poor performance relating to use on tasks involving the use of landmarks to locate goals (allo-centric spatial coding). In an attempt to improve their performance, the following study used task markers that have been used previously. Sixty-four six-month-olds were tested in a peek-a-boo paradigm in which they had to turn to a target location after displacement to a novel position and orientation. The infants were successful when the target position was located between two salient landmarks and in a beacon condition in which there was a single landmark at the target position. In contrast to this, they performed poorly when presented with no distinct landmarks (allo-centric spatial coding) or no landmark. These results indicate that six-month-olds are able to use landmarks to find a target location but only if: (a) the landmarks are distinctly shaped; and (b) the landmarks are visible at the time of searching for the goal.

The relationship between cognitive styles and play behaviour of five- to six-year-old Turkish kindergarten children N. GUNEY, Dept. of Psychological Services in Education, Ankara University, Turkey.

This study is designed to investigate the relationship between cognitive style and play behaviour of five- to six-year-old Turkish children. Thirty children who attend three different private kindergartens in Ankara were observed during their free play periods. An observation form (Play Rating Scale) has been developed in the observation which includes both cognitive and social play behaviour based on time sampling. Children’s cognitive skills and leadership characteristics have been observed. In order to investigate cognitive styles of children, Children’s Embedded Figures Test has been used which categorise children as field dependent and independent. Pearson correlation have been calculated between play behaviour and children’s cognitive styles. Significant differences have been observed between play behaviours and cognitive style dimensions. Results are presented and discussed in the paper.


Although many studies over the last two decades have reported that new-born infants repeat facial gestures, not everyone within the field of infant psychology accepts this evidence of imitation in the new-born period. The reason being partly theoretical (how can we know that what we observe is true imitation) and partly empirical (are we sure that new-born children ‘imitate’ more than one gesture?). Presented here are observations on 33 new-born Swedish children (16 girls, mean age 47 hours) observed for imitation of tongue protrusion and mouth opening. The results indicate that significant indices of imitation are more easily observed after the experimenter has ceased to show the gesture. Responses observed during presentation of the gestures are less often coded as imitative. In addition, we noted that imitation of tongue protrusion are primarily made up of relatively
small responses (the tongue only crossing part of the lip) whereas imitation of mouth opening adhered less to coded response levels.

Parental reports on the vocabulary of Mexican infants
E. HERNÁNDEZ-PADILLA & E.A. ALVA, Dept. of Psychology, Universidad Nacional Autónoma de México.

Studies of the development and acquisition of language in preverbal children have traditionally used parental reports on the child’s production and comprehension of language. In spite of the high reliability reported in most of the studies, some factors such as those pertaining to the parents individual characteristics could diminish this reliability (Hernández-Padilla, 2001). The present research presents initial results on the construction of an inventory of Mexican infant language (Hernández-Padilla, 2001) that is intended to overcome these problems. In the present work, the results of 46 parental reports of Mexican infants from 12 to 49 months of age, attending two infant care systems are presented. The reported language was classified in the categories of comprehension and production, suffering from the same errors that factors such as the socio-economic status of the parents might be influencing the evaluation or perception that the parents have of the linguistics abilities of their children.

Coping of paediatric cancer patients: An investigation of children’s coping with cancer and the role of perceived self-efficacy
S. ILIJEV & I. ST JAMES-ROBERTS, Dept. of Psychology, Oxford Brookes University.
The first aim of the study was to explore children’s coping for stressors in three different contexts: the illness and its treatment, and to a common problem (Kidcope Checklist; Spirito et al., 1988, 1991; Pretzlak & Hindley, 1991). The second aim was to investigate if there were any associations between children’s coping styles and their Perceived Self-Efficacies (Perceived Self-Efficacy Scale; Cowen et al., 1990). The study investigated a clinical sample of 30 paediatric oncology patients between the ages of eight and 12 years of age and comparing the results from children from heterogeneous types of cancers. The results show that children used a variety of coping strategies within and across the three contexts. Despite this, they showed a stable and consistent coping pattern, employing the same coping strategies for all three contexts. However, children used significantly more coping strategies for the illness and its treatment related stressor and felt significantly less distress concerning the blood test-related stressor compared with the other contexts. Concerning the analysis of possible relations between children’s coping and their perceived self-efficacy, there were no significant associations found between the two.

Can you tell me where it is? Young children’s use of spatial language in an aerial photograph to model search task
N.R. JOHNSON & B. PLESTER, Psychology Subject Group, Coventry University.
Thirty-two three- and four-year-old children used an aerial photograph of a model room to search for an object in the model. Half of the children were asked to hunt for the objects when their location was pointed out on the photograph by an arrow, and half of the children were asked to describe where the object was pointing out a choice of spatial terms. The mean total time taken to locate eight objects was significantly less for children who voiced the locations than for those who only looked at the arrows. Older children were also quicker than younger ones, as expected. It is proposed that asking the children to use the spatial terms productively serves as a scaffold in reducing the margin for error in search, and also aids in the children’s redescription of their spatial representation to fully declarative, after Karmiloff-Smith’s (1992) model.

Infants’ comprehension of plurals
Infants begin to use the plural suffix at around two years, and by five years can generalise at least some variants of the plural inflection to novel words. Research has shown that sensitivity for the most salient of the three regular allomorphs exists from 20 months. The current study used the preferential looking paradigm to examine the infants’ comprehension of the plural suffix and their ability to use it as a bootstrapping mechanism to select a referent. Twenty-four-month-olds demonstrated comprehension of the voiced allomorph, whilst 30-month-olds showed sensitivity to the unvoiced allomorph. For the older children who were sensitive to the inflection, learning was demonstrated for words taking the voiced allomorph. We conclude that infants develop a sensitivity to the voiced and unvoiced allomorphs at different ages and that they can use suffix information to infer the referent of a novel word as early as 30 months of age.

Teaching transfer between theory of mind and executive functions
D. KLOO & J. PERNER, Dept. of Psychology, University of Salzburg.
Several recent correlational studies point to a developmental interdependence between the theory of mind and executive functions at four years. In order to gain closer insight into the nature of this interdependence we conducted a training study with 44 children, divided into a 3- and 4-year group of children received training with respect to the theory of mind (on the basis of the false belief task) and another group training on executive functions (using a card sorting task). A control group was trained either on number conservation tasks or on relative clauses. The results indicate that the false belief training generalises to the card sorting task and that the card sorting training improves false belief performance. This demonstrates the interdependence we conducted a training study with 44 children, divided into a 3- and 4-year group of children received training with respect to the theory of mind and executive functions.

Bullying risks of 11-year-old children with specific language impairment
E. KNOX, Human Communication & Deafness, School of Education, University of Manchester.
The prevalence and severity of being bullied at school was measured in 100 children with specific language impairment (SLI). Participants were attending a range of different educational placement types, and these were compared for bullying risk. Furthermore, the risk encountered was compared to that of normally-developing age-matched peers. A questionnaire was completed by each participant and their teacher. 38% of participants with SLI considered themselves to be at risk of being bullied in school, compared to only 12 per cent of the normally-developing cohort. No significant difference was found between the risk experienced by participants with SLI attending mainstream education and those attending special education placements. Possible explanations for the results of this study are offered and the relevance of the findings in the context of children with additional communication difficulties of children with SLI is highlighted.

Identifying early reading strategies in deaf children
F. KYLE & M. HARRIS, Dept. of Psychology, Royal Holloway, University of London.
Although the precursors of literacy and the predictors of reading success have been well documented in young hearing children, relatively little is known about early reading development in deaf children (those with a severe/profound prelingual hearing loss). The research project is examining the developmental pattern of emerging literacy in young deaf children. Two longitudinal studies are being carried out over a two-year period, one with pre-readers (from the age of 4–7 years) who have had a few years of formal reading instruction (seven- to eight-year-olds). Together, these studies, which are using overlapping measures of reading, spelling, vocabulary, phonological awareness, lip reading, memory, oral language ability, signing and finger spelling, should provide clarification of how deaf children learn to read. This poster will outline preliminary findings from the first phase of the longitudinal data collection with seven- to eight-year-old deaf children.

A cross-sectional study of recognizing referential looking and gestures in late infancy
D.A. LEAVENS, B.K. TODD, A. FREEMAN, R. ROSE & S. TERRY, School of Cognitive and Computing Sciences, University of Sussex.
Human infants gesture with gaze-alternating behaviour between distal objects and social partners by the end of their first year; but it is not yet known whether or not this ability was already present in their first year. We were particularly interested in the hypothesis that gestural gestures differ systematically in their visual behaviour from infants who don’t gesture at the same age. We were also interested in the hypothesis that the same experimental circumstances. In a study of 67 babies from six to 18 months of age, we report that: (a) later-born babies were quicker at making referential looking than were first-born babies; (b) later-born babies were more likely to gesture than were first-born babies; (c) babies who gestured exhibited more referential looking, overall, than did babies who didn’t gesture; (d) although babies who pointed with the index finger were not more likely to exhibit referential looking on objects in the environment; compared to babies who exhibited ‘reaches’, they did exhibit more referential looking overall; and (e) whole-hand extensions (‘reachers’) were directed usually towards social partners, whilst index-finger points were usually directed to an animated doll.

Connectionist model of analogical development
R. LEECH, D. MARESCHAL & R. COOPER, School of Psychology, Birkbeck College.
We present a connectionist model that attempts to provide a mechanism account of the development of analogical reasoning in children; something that has previous accounts have tendency to overlook. Four-month-olds demonstrated a connectionist model of analogical development.

Relationship between global and contextual processing: Evidence from typically developing children and children with autism
B. LÓPEZ & S. LEEKAM, School of Sports Science and Psychology, York St John College.
A central assumption of central coherence theory (Frith, 1989) is that global and contextual processing are the mechanisms underlying the tendency to integrate information. Evidence in support of this proposal comes from autism research showing poor global processing combined with poor integration of information in context. To date, however, there is little evidence
showing that these two abilities are related in typical development. There is also a lack of studies investigating global and contextual processing in the same sample of individuals with autism. The aim of this study was to investigate the extent to which the two abilities are related in both typical and autism groups. A battery of memory, contextual and global tasks was administered to 14 children with autism and 13 TD children. Data examined the relation between global and contextual processing will be presented and discussed in terms of their implications for weak central coherence theory.

Ecolab II: Using Jointly Adaptive Metacognitive Software Scaffolding to help children reflect on their learning needs
R. LUCKIN & L. HAMMERTON, School of Cognitive & Computational Sciences, University of Sussex.

Software scaffolding is a technique inspired by Vygotsky's Zone of Proximal Development (ZPD) that has been successfully employed within educational technology to provide support for collaborative learning. This collaboration can be between human learners and peers or teachers and between human and software peers. To date however, most of the effort has been directed at scaffolding learners to better performance at the domain level (maths or science for example), with less attention to the potential for providing tool support at the metacognitive level. As part of the JAMEs (Jointly Adaptive metacognitive Scaffolding) project we have explored how we can use software scaffolding to make learners more effective at reflecting on their own needs, at seeking appropriate challenges and appropriate support. We have developed metacognitive scaffolding strategies for the Ecolab II interactive learning environment. Early results are encouraging and suggest that children can indeed be scaffolded to greater success at the metacognitive level.

Four- and seven-year-olds' understanding of different types of truths and lies
S. LYTTLE & J. FORSTER, School of Behavioural Studies, University College Northampton.

Although the importance of being able to differentiate lies from truths has long been recognised, little attention has been given to children's ability to appreciate the more subtle aspects of lie telling, such as the role of context. This study investigated the potential for providing fourth- and seven-year-olds' ability to recognise and evaluate different types of lies and truths as told by different vignette types — those involving lies told to conceal mistakes, white lies and joke lies. Analyses revealed that children were more successful in identifying lies compared to truths. Lies were rated more negatively than truths, and the context of the lie was important in determining children's assessment of the vignette characters' behaviour. These findings indicate that young children have a sophisticated knowledge of lie-telling and that they are capable of differentially evaluating lies and truths according to the circumstances in which they occur.

Four- to seven-year-old children's awareness of mixed emotions
S. LYTTLE & L. ROBINS, School of Behavioural Studies, University College Northampton.

This study investigated children's appreciation that is is possible to experience mixed emotions of different valence in relation to a single event. Fifty-four to seven-year-old children were presented with vignettes involving characters experiencing emotion-evoking events. The extent to which predominantly positive, negative or more evenly balanced mixed emotions would be elicited was manipulated across vignettes. Data examined the relation between global and contextual processing will be presented and discussed in terms of their implications for weak central coherence theory.

Could actions speak louder than words? The development of memory for actions and intentions
J. MACKAY, J. ELLIS, P. SMITH & J. FREEMAN, Dept. of Psychology, University of Reading.

We report the findings from two experiments that investigate the development of two well-established effects in adult memory: the Subject-Performed Task (SPT) effect and the Intention-Superiority Effect (ISE). The SPT effect reveals superior recall for words or phrases that are enacted at study than for words that are verbally encoded. The ISE reflects shorter response latencies to items intended for future enactment than for items intended for recall. Recent work suggests some parallels between these two effects in young and healthy older adults and it has been claimed that these effects reflect automatic processing and thus age-invariance. The studies we report examined the presence of each effect in 24 eight- to nine-year-old and 24 10- to 11-year-old children. The data revealed reliable SPT effects in both age groups and the absence of an ISE. The findings shed light on the development of both the SPT and the ISE effects.

Compressibility and communications in working memory
F. MATHY & J. BRADMETZ, University of Reims Champagne-Ardenne.

Most neo-Piagetian theories evidence a weakness in the conceptualisation of communication complexity between memory units in working memory (WM). A metric of the WM span is clearly linked with the notion of interaction and communication between memory units. This paper reports a study of a multi-agent model of WM. The goal of this study was to understand the kind of communications is needed in concept learning. The work of each agent represents that of a WM unit. Concept learning is here seen as an interactional activity that allows agents to acquire a common knowledge from a distributed one. The minimal inter-agent communication protocol needed to facilitate learning in a multi-agent model indicates the communication constraints in WM. Eight-hundred participants from four to 25 years were administered a subset of rule-based classification tasks in two, three and four dimensions. Both WM span development and speed processing in WM are described according to the multi-agent model and the kind of communication protocol that one can hold in mind. The results corroborate the metric given by the multi-agent model.

The role of arbitrariness in 18- to 24-month-old children's performance in executive tasks
N. McGUIGAN & M. NÚNEZ, Glasgow Caledonian University.

Previous research has indicated that 18- to 24-month-old children had difficulty in performing an executive task which required the reproduction of two arbitrarily related actions (telephone pick-up lever pull), in the presence of distracting visual information. The current research aimed to explore the difficulty children were having on this executive task by manipulating task difficulty. The results indicated that performance did not improve on the task with the removal of visual information. Therefore, a second experiment aimed to explore whether the task was problematic due to the requirement of switching between pretend (telephone) and real (lever) frameworks (Biro & Russell, 2001). The results indicated that performance was significantly greater in tasks which required them to move between two frames of the same type – either real or pretend. It was therefore concluded that children were having difficulty on the task due to the combination of arbitrariness plus prepotency.

Assessment of learning difficulties across age and language background
S. NENOPOLLOU, S. WEEKS, J. SIMPSON & J. EVERATT, Dept. of Psychology, University of Surrey.

This poster presentation will discuss issues related to the effects of age and language background on the assessment of developmental learning difficulties. Two studies will be reported. The first study focuses on four age cohorts (to nine, 10 to 11, 11 to 12, and 16-year-olds) which were tested in terms of their literacy skills and on measures of phonological awareness, rapid naming and verbal short-term memory. Findings indicated that the relative ability of the individual cognitive measures to distinguish those with and without specific literacy difficulties varied across the cohorts. In the second study individuals from an English-as-an-additional-language (EAL) background provided evidence of poor literacy skills equivalent to those presented by matched dyslexics; however, their underlying phonological skills equivalent to that of matched first-language non-dyslexics. The findings of these studies will be discussed with reference to proposals for future research combining these factors.

Sensory impairments in children with autism
C. NIETO-VIZCAINO & S. LEEKAM, Dept. of Psychology, University of Durham.

First person accounts of individuals with autism often report difficulties in the processing or integration of sensory information. The nature and extent of this difficulty has never been systematically studied however. We investigated the sensory abnormalities of 282 individuals with autism using the Diagnostic Interview for Social and Communication Disorders. This instrument collects detailed information on abnormal responses to a wide range of visual, auditory and proprioceptive stimuli. Results indicated that individuals with autism differed significantly from comparison groups with learning disability and language disorder in their responses to proximal and visual stimuli. Group differences were found for both low and high IQ groups and for younger and older children. The study also revealed specific sensory abnormalities between different vignette types within the comparison group. These results indicate that specific low-level sensory difficulties are found alongside higher-level cognitive and perceptual integration problems and possibly underlie these later problems.

The understanding and use of mental and emotional state language in narratives: A comparison of children with SLI, phonological language impairment (PLI) and autism
C. FRAZIER NORBURY & D.V.M. BISHOP, Dept. of Experimental Psychology, University of Oxford.

The ability of different groups of children with communication impairments to understand and use mental and emotional state language was assessed in a narrative task. Children were asked to narrate a picture book and were then asked specific questions about the emotions of the protagonists. Children with specific language impairment (SLI), phonological language impairment (PLI) and high functioning autism (HFA) produced a similar number of mental and emotional terms compared to age-matched peers. Although the four groups were at ceiling in identifying the appropriate emotion and providing a contextual
Understanding emotions and somatic complaints in children


It is frequently assumed that young children have an impaired ability to identify and express one’s own emotions (‘alexithymia’) is related to physical well-being. If this is true, it can be expected that children who report many or frequent complaints show an impaired understanding of their own emotions when compared with a group who reports few or no somatic complaints. In this study, we compared data from the three groups (eight to 12 years): (A) children from a normal population who reported frequent somatic complaints; (B) children from a normal population who reported few or no complaints; and (C) children who attended the pediatric hospital for abdominal pain or irritable bowel syndrome. The results showed that group A had significantly more frequent complaints than group A and C. The reversed pattern was found for the identification of anger. No differences were found for the identification of sadness and happiness. Thus it seems as if the first group has a stronger tendency for withdrawal from (negative) emotion evoking situations, whereas the ‘healthy’ and the group that attends a pediatric hospital have a stronger tendency for approach. Possible differences between ‘somatic’ children from a normal population and a ‘somatic’ group that attends the hospital will be discussed.

How are children’s perceptions of their relationships related to age, family settings and biological relatedness?

F. SALT, S. FARTHING & A. ROE, ALSPAC, Bristol University.

Children’s perceptions of emotional closeness of their relationships were studied with a sample of 448 children, aged five to 16 years from 192 families of different composition (single parent, stepfather, stepmother/conventional, or non-steps). Children completed a Four Field Map of their relationships: they placed themselves in the centre of concentric circles, then placed their family members, relatives, friends/neighbours, and school peers/teachers in concentric circles, representing the emotional closeness of the relationship. The significance of age, gender, biological relatedness and family type was examined, with the expectation that perceptions of closeness to family members would decrease with age, and that step-relations would be less close than biological relationships. The stability over time in these placements was studied in 388 children on whom data were available at two time points two years apart.

Endogenously- and exogenously-driven attention: The case of infants and toddlers with Fragile X Syndrome

G. SCERIF, K. CORNISH, J. WILDING, J. DRIVER & A. KARMILOFF-SMITH, Neurocognitive Development Unit, Institute of Child Health, University College London.

Selective attention depends on a subtle balance between exogenously-driven and endogenously-driven processes. A developmental perspective can highlight how this interaction develops into the adult state. Furthermore, developmental disorders provide ways of investigating the effect of subtle differences in the starting state of developing systems on subsequent young performance. Adults with Fragile X Syndrome (FXS) display selective attention difficulties in clinical and experimental settings. Are these difficulties already present in toddlerhood and infancy? If so, are they due solely to executive control or are they accompanied by differences in exogenously-driven attention? In Experiment 1, we compared selective attention in toddlers with FXS with that of mental- and chronological-age-matched controls. Results suggest that toddlers with FXS already display attention difficulties. In experiments 2 and 3, we contrasted endogenous and exogenously-driven attention. Preliminary results suggest that both mechanisms function atypically in infants with the syndrome and may underlie their deficits.

Reading skills of three subgroups of children with specific language impairment

Z. SIMKIN, Human Communication & Deafness, School of Education, University of Manchester.

The reading ability of three subgroups of children with Specific Language Impairment (SLI) was examined at seven and 11 years of age. The groups comprised an Expressive-SLI group (E-SLI), an Expressive-Receptive-SLI group (ER-SLI) and a Resolved-SLI group. Reading ability was found to be differentially dependent on subtype across time. The Resolved-SLI and E-SLI subgroups showed similar developmental skills over time. Conversely, the ER-SLI subgroup demonstrated impairment in single word reading. In contrast, both E-SLI and ER-SLI subgroups performed normally, but not the Resolved-SLI subgroup were impaired on a test of reading comprehension. The finding that reading skills in the SLI population may differ at young ages to subgroups of children has clear theoretical interest. Further, the observation that reading problems at the beginning of primary schooling are likely to be still apparent at the end of primary schooling is likely to have significant educational implications.

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reason for the emotion, the children with HFA were less able to identify key components of facial expression than children with different forms of autism. The clinical implications of these findings are highlighted.

Counting steps: Help or hindrance in encouraging young children to use spatial relationships in the environment?

J.A. PAINTER & B. PLESTER, Psychology Subject Group, Coventry University.

B. PLESTER, Psychology Subject Group, Coventry University.

B. PLESTER, Psychology Subject Group, Coventry University.

Taking Jack for a walk: Young children using an aerial photograph to estimate locations in a large unmarked space

B. PLESTER, Psychology Subject Group, Coventry University.

When people mentally represent locations in unmarked space, two models might explain their location estimates: the Category Adjustment model (Plumert & Hund, 2001), predicting drift toward available landmarks. Seventy-three toy to those locations, two along a boundary and four in the open playground. Their placements were measured in terms of distance travelled from the starting point and degrees of angular error away from a direct path to the target. Targets nearer ends or edges attracted drift toward the landmark and edge, and the distance around central targets was not clearly toward the centre. There was evidence that the children estimated the target locations by reference to distal landmarks, lending support to the Plumert and Hund (2001) model.

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An investigation of childhood food neophobia – a multi-method approach
C. SPEED, J.L. SMITH, M. MITCHELL & J. RODGERS, Division of Psychology, University of Sunderland.

Although well documented that eating fresh fruit and vegetables is vital for health, children in the UK do not eat enough of them. In addition to a general reluctance to eat fruit and vegetables, food neophobic children are at an added risk. This study investigates childhood food neophobia in children between four and nine years of age. We report on various factors surrounding food neophobia and on the first stage of an investigation into children’s rejection of novel food and in particular fruit and vegetables. Children (n = 49) disclosed their knowledge of, experience of and availability of different play partners in the new playground. There were differences in the types of social initiations made with peers and in identity of potential play partners. Amount of reliably identifying prosocial and antisocial children was developed. Factor analysis of the twelve measures yielded four factors which accounted for 71 per cent of the variance, and which offer further insight into the organisation of children’s perceptions of social behaviour. Gender differences in peer nomination patterns, and comparisons between the different informant groups, are discussed in relation to previous work.

The role of agency cues and semantic information in preschoolers’ interpretations of novel adjectives.
E. SUTTON & T.P. GERMAN, Dept. of Psychology, University of Essex.

Two experiments explore how children determine which property an adjective represents. Pre-schoolers viewed faces possessing a novel expression and pattern. Prior to the adjective, children heard how the stimulus feels (internal state), what kind of entity it is (kind) or no information (neutral). Older pre-schoolers made interpretations of meaning relating to the information. In the neutral and kind conditions children mapped the adjective to the expression. The neutral and kind conditions children selected the pattern. Younger pre-schoolers’ responses varied; there was no apparent pattern. Older children selected the pattern. An internal state interpretation of the stimuli was inappropriate. Older, but not younger, pre-schoolers utilised linguistic and non-linguistic information to decipher which property an adjective represents. Observed age differences may be developmental or due to methodological issues currently under investigation.

Assessing children’s perceptions of pro-social and anti-social peer behaviour
D. WARDEN, D. CHRISTIE, W. CHEYNE, H. FITZPATRICK & K. REID, Dept. of Psychology and Educational Studies, University of Strathclyde.

The aims of this study were: (i) to implement an assessment measure, and selection criteria, to identify prosocial children, bullies and victims; and (ii) to examine the underlying structure of children’s perceptions of peer social behaviour. Three versions (peer nomination, self- and teacher rating) of a new Child Social Behaviour Questionnaire (CSBQ) were completed by children (aged nine to 10 years, n = 321) and teachers in 14 primary schools. In conjunction with sociometric data, the CSBQ yielded scores on 12 behavioural dimensions. Based upon peer nomination data, a set of rigorous criteria capable of reliably identifying prosocial and antisocial children was developed. Factor analysis of the twelve measures yielded four factors which accounted for 71 per cent of the variance, and which offer further insight into the organisation of children’s perceptions of social behaviour. Gender differences in peer nomination patterns, and comparisons between the different informant groups, are discussed in relation to previous work.

Temporal awareness and motor synchronisation in participants with dyslexia, dyspraxia and typically developing children
G. WILLIAMS, C. WOOD & D. FAULKNER, Faculty of Education and Language Studies, The Open University.

Recent research has suggested that a high level of comorbidity exists between dyslexia and dyspraxia. This study set out to examine whether a deficit in timing, stemming from atypical cerebellar development, may provide a basis for commonality between the two disorders. Fifteen children with dyslexia, 15 children with dyspraxia and 25 control children completed two temporal generalisation tasks that examined their ability to judge filled durations of varying length using a sound and a light condition. They also completed a tapping task which examined the speed and variability of their ability to tap in time with a beat using visual and auditory stimuli and three different interstimulus interval conditions. The results are discussed in terms of support for atypical cerebellar development in both disorders.

Estimating theory of mind ability: Statistical and measurement considerations
D.B. WRIGHT, A. BRIGHT-PAUL & C. JARROLD, School of Cognitive & Computing Sciences, University of Sussex.

Previous research shows that playground design has important influences on children’s play behaviour and social interaction in particular (e.g. Sutphen & Benedict, 1994). The design of a new play area for a group of children with autistic spectrum disorder provided an opportunity to investigate the role of playground equipment and type of play partner on social play in the group. Eight boys were observed for approximately an hour, on three separate occasions, on the old playground, and for a similar time on the new playground. The playgrounds differed in design and in identity of potential play partners. Amount of parallel and group play increased significantly in the new playground. There were differences in the types of social initiations made with peers and adults but no increase in amount of play with adults. We discuss the possible roles of design and availability of different play partners in the changes found in types of play.
Social Psychology Section Annual Conference


Abstracts are listed in three sections. First are individual papers, then symposia and finally the abstracts of the three plenary talks from Professors Ashworth, Haslam and Kvale.

Individual papers are ordered alphabetically by author. Symposia are ordered alphabetically by convenor (details of who has convened a symposium are given in the conference programme). The three plenary talks are also ordered alphabetically by author.

INDIVIDUAL PAPERS

The functional and symbolic aspects of building materials: A socio-psychological investigation


A number of psychological theories have been advanced in order to account for consumer behaviour pertinent to material possession. Many of these have focused on the individualistic aspects, particularly the aspect of control over the environment. However, there are two further areas which have focused more on the socio-psychological factors. Dittmar (1992) proposed a model of the psychology of material possessions, which considers both the functional and social aspects of these objects. This model may be a particularly appropriate approach to the psychology of building material preferences, in that space and the home are likely to be seen both in terms of functionality and symbolic meaning. The socio-political context in which this investigation has been conducted is therefore particularly relevant to the changing demands for change in the construction industry. These changes include the increased use of more sustainable technologies and materials, such as timber materials, as a consequence of the pressure for change on the climate change agenda. There is much debate within the industry as to whether or not the house-buying public will find such changes acceptable. A large-scale government-funded project explored the nature of this potential resistance, through a survey assessing attitudes to houses with different cladding and roofing materials. The results have shown that preferences tend to reflect the current circumstances of the respondent. In order to provide social and psychological identity in consumer choices with regard to housing, the results of this research were considered within the theoretical context of Dittmar’s model, particularly the expression of group membership through categorical symbols.

Constructing suicide – the dilemmas faced by the suicide bereaved

R.L. ABBOTT & G. HALE, University of Sunderland.

This paper summarises a discourse analytical approach to understanding the experiences of those bereaved through suicide. Eight suicide survivors participated in semi-structured interviews lasting between 30 minutes and three hours. This interview data was transcribed and analysed in order to identify the discourses which might be at work within the accounts, and to explore ways in which these discourses were reconciled in order to achieve a sense of meaning for the bereaved person. In examining the interview data it was apparent that there were three main features to participant’s talk. This paper will summarise the first main feature, which was related to the construction of suicide. It was evident that when discussing what it means to be a suicide survivor, the accounts given were bound up with constructing, defining and evaluating the very nature of the suicidal act. A recurring feature within the accounts given was a distinction between a logical or ‘rational’ suicide as a right and as a deliberate, intended and chosen action; and ‘suicide as hazy thought’ as the behaviour of a person who is not thinking clearly. However, in account of the suicide that drew upon these repertoires, the suicide bereaved were faced with an ideological dilemma. The results of this study will provide an examination of how this sample of suicide bereaved people positioned themselves in relation to the available interpretive repertoires in their suicide bereavement in constructing the suicide, and how they dealt with the ideological dilemmas with which they were faced.

‘But we’ll all be the same!’ The value of diversity in examining resistance to European identity in England

J. ABELL & S. CONDOR, Lancaster University.

Benjamin Anderson (1983) described the ways in which nationhood is imagined as a unique, singular “horizontal” community. Widely adopted by social scientists, research suggests that ordinary social actors may, indeed, orient towards a common-sense norm which dictates that nations are (or should be) comprised of a singular ‘people’ or ‘folk’. On the other hand, within all contemporary national contexts, there are commonly acknowledged changes over diversity. However, very little work has considered how these concerns may be reflected in the socio-spatial perceptions and values of contemporary citizens. Traditional social psychological theories, such as the Common In-group Model, may not be sufficiently flexible to accommodate the variety of meanings inherent in a plural national context, nor the differences that may exist between them. This paper presents data from the first stage of a longitudinal study of the representations of nationhood in England and Scotland. We examine how the different values of the citizen, that of homogeneity and that of heterogeneity (in England), are prevalent in discourses about Europe with Britain. In particular it is noted how arguments in England against European integration rest on a concern with the imposition of national homogeneity, which contradicts the value of respecting diversity. In this way arguments of ‘we’ll all be the same’, can be understood as concerns regarding the imposition of a common national identity upon England.

The metaphorical construction of female and male rape in university students’ and talk show audience’s (Kilroy) discourse about sexual violence

I. ANDERSON, University of East London & K. DOHERTY, Sheffield Hallam University.

Drawing on discourse analytic principles, this study examines the metaphorical construction of female and male rape in university students’ and Kilroy audience’s talk about sexual violence. Discourses and metaphors of sexual violence construct a variety of understandings about what sexuality, sexual experience and deviations from that sexuality experience are. Although there has been some research investigating the metaphorical construction of sexual experience, much less has been devoted to an examination of metaphor in the context of the two topics of rape. Following Weatherall and Walton (1999), both the topics (e.g. flirtation; sexual orientation; forced sex) and source domains (e.g. and metaphors of the metaphors used in talk about sexual violence were identified. In addition, the discursive function of these metaphors was examined. Preliminary analysis has showed that metaphors are frequently used in conversations about female and male rape. Some of the most frequent topics encountered (aspects of everyday violence metaphorically), were profoundly, although not always, sexual – physical anatomy, sexual orientation of both victims and perpetrators, flirtation, and consensual sexual experience while some of the most common source domains used to talk about these topics were illness (e.g. sickening), anatomical structures (e.g. anal penetration), agreeing to something (e.g. tip end of stick, chopper), play/fun (e.g. fooling around) and mechanics (e.g. shocking, jolt). The analysis also analyses differences in values and metaphorical representations between female and male rape. The discussion focuses on the discursive functions of these metaphors and draws out the implications of these findings for our understanding of sexual violence.

Violent computer games and children: Questionnaire data

H. BJÖRNSON, University of York.

The research in questionnaires was conducted amongst children aged 11–13 in York, England. The questionnaire data (collected over three years) provides information about various aspects of children’s computer gaming habits and their computer game choices. Furthermore, links between the aforementioned computer game preferences and children’s self-reported aggressive tendencies and levels of empathy are revealed. A brief discussion of the possible implications of these findings is also included.

Social swings and legal roundabouts. Historical shifts in identity and the Sexual Offences Review

B. BROOKES-GORDON, University of Leicester.

This paper explores historical shifts which have taken place in the legal, social and sexual identity of men who buy sex from prostitutes. Buying sex from a prostitute is a stigmatised activity in contemporary society. The paper also examines the implications that this has for the social and sexual identities of the men who engage in it. In the discovery that a man has paid for sex with a prostitute can have harmful effects on his future family life. In an era when many other sexual relationships and identities are becoming less stigmatised the client of prostitution has become, both socially and legally, increasingly ‘deviant’. It is clear from the academic literature that contemporary academic work on prostitution clients appears to take the legal and social ‘deviancy’ of these men as given. In this paper I trace the history of the prostitution client in order to explore how paying for sex has become a stigmatised activity as well as the mechanisms by which paying for sex became a stigmatised activity in order to shed light on the paradoxical new powers of the extreme arrest given to the Police in the Police and Criminal Justice Act 2001. This paper will be illustrated with historical art and images, and will conclude by discussing contemporary criminological research which outlines the buying sex and kerb-crawling in the light of the Home Office Sexual Offences Review and in the shadow of the Police and Criminal Justice Act 2001.

How are we doing? Social and Temporal comparison choices in intergroup settings

R. BROWN & H. ZAGEFKA, University of Kent.

Several theories of intergroup relations assume that people are primarily interested in comparative assessments of in-group and out-groups. Much research and evidence suggests the ubiquity of biases associated with intergroup comparisons; much less has addressed the question of which comparators get selected by group members in their social judgments. Two further neglected issues are the role of temporal comparisons (with own group over time) and the possibility that people may differ in their interest in obtaining comparison information. In this research we investigate comparison choices in intergroup settings. Results from four laboratory experiments (n = 85–207) will be reported. The experiments adapted the classic ‘rank order’
paradigm in which groups undertake some task, receive some performance feedback, and then explore the concept of the performance of others, including their own group at another point in time. In addition, their Intergroup Comparison Orientation (ICO) was measured using a reliable amalgamation of previously published scales. Both artificial and real-life groups were used to provide the interview context. For example, in several of the experimental studies, several findings emerged: temporal comparisons were generally preferred to social (intergroup) comparisons, where social comparisons are made they are typically in an upward direction, thus confirming similar results from interpersonal settings; emphasising different motives (either to ‘win’) accurately or to ‘win’ (or to ‘win’ for its image) had a reliable effect on the choice of comparison; people scoring high in ICO display more equivocation information in the experimental setting, thus validating the ICO scale.

Audience participation in televised political interviews from the 2001 General Election

P. BULL & P. WELLS, University of York.

The 2001 General Election was the first in which the leaders of the three main political parties were questioned in the same television programme by professional interviewers alongside members of the public. The aim of this study is to evaluate the effectiveness of this novel interview format based on the analysis of six television programmes, three with each of the Dimbleby brothers. Analyses are being conducted of the structure of questions and of the politicians’ rates of reply, in the context of a theory of equivocation devised by Bavelas et al. (1990).

According to this theory, people typically equivocate exactly in what is termed an avoidance–avoidance conflict, where all the principal responses to a question have potentially negative consequences. In this study, questions are categorised according to whether or not they pose an avoidance-avoidance conflict. Because of the complex structure of such questions, it is hypothesised that they are more likely to be posed by professional interviewers than by members of the public. Accordingly, politicians are more likely to equivocate when questioned by professional interviewers. The implications of these different modes of questioning for the effectiveness of audience participation will be discussed. It is intended to illustrate the talk with video-recorded extracts.

The person in social psychology

V. BURR, University of Huddersfield.

In this paper I will contribute another approach to social psychology. I will argue that contemporary social psychology is currently heading in two opposite directions. Both of these fail to recognise that both mainstream social psychology and several varieties of social constructivism are at fault in this respect, and will, therefore, offer a specific claim of interactionism as a way of theorising that can encompass and extend a social constructivist social psychology. Finally, I will offer some ideas for the questions that such a social psychology might ask and the research directions it might take.

Implicit and explicit distinctions of nationalism and patriotism: The relationship between implicit and explicit measures

R. CALTRIT & R. BROWN, University of Kent at Canterbury.

We report on studies that distinguish Nationalism and Patriotism at both the explicit and implicit levels and which examines the relationships between these measures. Adaptin Kosterman and Feshbach’s (1989) explicit measure of Nationalism and patriotism for a British sample, we found that exploratory and confirmatory factor analyses on two independent samples (n = 127 and 79, respectively) illustrated that these constructs were distinguishable, even to the extent that they predicted out-group derogation. Resonating with previous research by Mummendey, Klink and Brown (2001), within a Social Identity Theory framework, Nationalism and Patriotism are each compared with different comparison orientations (intergroup and temporal, respectively). In a second study (n = 107), we conducted a set of comparison orientations (along with a control) and examined their effects on reaction times (RT) to a lexical decision task, which assessed the implicit associations between political categories, ‘British’ and ‘German’ and their stereotypic trait content and trait valence (i.e. implicit prejudice). Results showed that while explicit prejudice were stronger in an intergroup than a temporal context, both implicit and explicit prejudices were also stronger in an intergroup than in a temporal context. These implications are illustrated with a study of the intergroup distinction of nationalism and patriotism.

Perceived discrimination, self-esteem and psychological distress among ethnic minority young people

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Objectives: The present study seeks to add to the relatively recent body of work examining the experiences of ethnic minority young people from the young people’s perspective. In particular, we examine the relationship between perceived discrimination and psychological distress. The stress-buffering literature provides a useful theoretical perspective of self-esteem. In line with social identity theory, we distinguish between personal and collective self-esteem to investigate the implications of perceived discrimination, psychological distress and self-esteem in a sample of ethnic minority young people.

Design: Our sample totalled 154 young people, comprising 27 Chinese, 39 Indians and 88 Pakistanis. Forty-five per cent (n = 69) of participants were male and 35 per cent (n = 85) were female. We recruited from three age groups: 14 to 15, 17 to 18 and 20 to 21 years.

Participants completed a questionnaire-based measures including the Hospital Anxiety and Depression Scale, the Rosenberg Self-Esteem Inventory, the Collective Self-Esteem Scale and a six-item perceived discrimination scale.

Results: Regression analysis suggested that personal self-esteem mediated rather than moderated the relationship between perceived discrimination and psychological distress. When the role of experienced discrimination was examined, a gender difference was indicated. Analysis suggested that collective self-esteem mediated the relationship between perceived discrimination and psychological distress among male participants but not among female participants.

Conclusions: The findings are discussed in the context of future research in the social identity and identity theory literatures. The implications for research examining the impact of discrimination are considered.

Exploring the process of consent to psychiatric treatment

E. CLIFTON, St Andrew’s Hospital, Northampton & M. LARKIN, De Montfort University.

In this paper we report upon the first phase of our Patient Consent to Treatment Project. This proposal is a qualitative investigation of patients’ and practitioners’ experiences and understandings of the consent process, as it is governed by the Mental Health Act. Semi-structured interviews with six Responsible Medical Officers, and six consenting adult patients, were conducted at a medium-secure inpatient psychiatric hospital. The interview transcripts were analysed using IPA (interpretative phenomenological analysis).

Conclusions: This analysis of the interviews, to illuminate our respondents’ experiences of the consent process, but also, secondly to generate an account of their attempts to make sense of that process. Thus, with the attempt to identify some of the common phenomenological consequences of the consent process we attempt to understand how patients then move on to discuss some of the contextual constraints which are evident from their negotiation of these understandings.

The social and developmental experience of physically disabled students in Higher Education: A methodological examination

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This paper illustrates how humanist approaches to social research, in particular phenomenology and ethnography, can influence the design and methodology employed in investigating social phenomena. These methods will be discussed within the framework of ongoing research into physically disabled students’ social and developmental experiences in Higher Education (H.E.). The aims of the research, on which this paper is based, are: (1) to investigate why, and to what extent, physically disabled students, who have been under-represented in H.E., study their social experience of university in comparison to non-disabled students; and finally (3) to research how physically disabled students adjust to H.E. and the transitions they make in comparison with their non-disabled peers. The rationale underlying the design and methodology, namely semi-structured, in-depth interviews, will be discussed in respect to gathering information, establishing meaning and directly reporting the perceptions of the study’s participants. This approach will be taken of the study’s underpinning philosophy and its collaborative approach. Qualitative data from the study of non-disabled and physically disabled students will then be presented, including the similarities, differences and inter-relations between the ‘themes’ generated through grounded theory analysis. Initial evidence suggests that the findings are common in the students’ experiences, for example concerns about course requirements and meeting peers. Furthermore, the data suggests there are additional challenges which non-disabled students must be taken into account by physically disabled students when entering H.E. Consistent with the conclusion above is the conclusion that the effectiveness of the challenge to students. This paper, can be in researching social phenomena.

‘Becoming a service user’: Constructions of self-identity in the narratives of mental health service users

S. COWAN, J. MCELOD & M. FORSYTH, University of Abertay Dundee.

Narrative approaches within psychology have pointed to the ways in which self-identity is constructed through the ways people think about themselves and their lives. Individuals construct their life stories in such a way as to bring meaning and a sense of coherence to their experiences and their sense of self. At times of life transition, for example, due to trauma or illness, an individual’s self-identity is threatened and for previous means of maintaining a sense of meaning and coherence fail to bring the necessary coherence to their life. The individual is thus motivated to reconfigure their life story and their self-identity as a means of regaining that previous coherence. The study reported in this paper aimed to explore the self-in-transition narratives of people who have come to terms with themselves as ‘service users’. A method of qualitative narrative analysis was used to analyse in-depth interviews conducted with individuals with experience of persistent mental health problems who have adopted this self-identity.
becoming a service user that emerged from interpretation of these texts comprised a story-line that went well beyond across-informant narratives: experiencing difficulties in relating to self, others and the world; denying, resisting and accepting a diagnosis of mental illness; suffering the consequences of traditional mental health services; being accepted and understood; reformulating the future and identity; and maintaining a sense of personal support and social action. Exemplar stories that represent each of these elements of the overall narrative are presented. The implications of this analysis for mental health policy and practice are discussed.

Indirect, relational and social aggression in the media: A content analysis programme

S. COYNE, J. ARCHER & M. ESLEA, University of Central Lancaster.

There is a vast amount of research done on the topic of violence and the media. Most researchers concur that there is a link between viewing violence and subsequent aggression. Recently, there has been a surge of research on the topics of indirect, relational, and social aggression. Types of aggression that are more covert and manipulative, as compared to physical or verbal aggression. Although researchers are learning about these subtle types of aggression, there has been no research to date that looks at the effect of viewing this type of aggression. Furthermore, we can ascertain the effect of viewing indirect, relational, and social aggression on television, we need to research just how much of this type of aggression exists in programmes aimed at British adolescents. It was predicted that a content analysis of more than 200 hours would reveal that this type of aggression is very prevalent on television. The specific types of aggression portrayed, the consequences of the aggression, the aggressor and victim characteristics, comparisons with violent aggression, and the implications of the portrayal of aggression will all be discussed. This study is an important first step in researching how viewing indirect, relational, and social aggression on television affects viewers.

I was like a wild wild woman: The phenomenological experience of female anger and aggression

V. EATOUGH & J. SMITH, Trent University.

Women’s aggression is defined and represented as much by its absence as by any detailed examination of the forms it might take. The specific contexts in which it occurs and the unique lived experiences of women who engage in aggressive behaviour. The presentation of the data was described, the study analysis of interview material from a female participant. The talk illustrates how the participant: (a) experienced and expressed her anger and aggression; and (b) the ways in which she makes sense of her anger and aggression. Interpretative phenomenology was used and three analytic themes are discussed: an experiential theme (I was like a wild wild woman); a sense making theme (I feel like a scrambled egg in my head); and a sense centering around the relationship with her mother (I do hate my mum but I love her). It is suggested that IPA is well suited to establishing the basis for an empirically grounded understanding of women’s anger and aggression.

Intergroup contact in schools: The roles of class identification and label salience

A. ELLER & D. ABRAMS, University of Kent at Canterbury.

This longitudinal, quasi-experimental field study examined Pettigrew’s (1998) contact theory and Gaertner et al’s (2000) Common In-group Identity Model (CIIM). In Pettigrew’s model, the contact-prejudice relation is mediated by changing beliefs and attitudes, affective ties, and learning about the outgroup. Pettigrew’s integration of the three chief models of contact generalisation into a time-sequence holds that contact leads to decategorisation, then salient categorisation, and finally recategorisation. In CIIM, four levels of categorisation generalisation: (a) three plus dual identity – are mediators in the contact-prejudice relation. Both models accord recategorisation the highest potential to reduce prejudice; moreover, CIIM holds it to be more likely to do so for people who endorse its assumptions.

S. GIESSNER, Friedrich-Schiller University.

Research regarding the role of categorisation in the reduction of intergroup bias, different models of integration or categorisation have been proposed. These models seem to offer an optimistic view of group mergers. Recent research based on these categorisation approaches emphasises that dual affected T2 in-group reappraisal and also had direct effects on T3 DVs. Examining CIIM, T1 quality of contact between intergroup members that led to recategorisation, but this in turn had adverse effects on T3 DVs whereas T2 salient categorisation and dual identity influenced T3 DVs positively. This series of findings suggests that mechanisms of intergroup reappraisal or dual identity can be viewed as potential mediators in Pettigrew’s model and underlies the importance of the manipulation. It also produces evidence against CIIM, clearly favouring the dual identity and salient categorisation in this particular setting.

The social representations of mental health problems held by clients of the mental health services

J. FOSTER, Corpus Christi College, Cambridge.

This paper discusses selected results from a study conducted by the authors, about the social representations of mental health problems held by mental health service clients. The study drew on social representations theory, and employed qualitative methods, comprising ethnography and interviewing at three mental health services, and content analysis of newsletters produced by four mental health service user organisations. In particular this paper focuses on the way in which clients employ representations of mental health and distress within representations of self. The nature and implications of these representational projects will be discussed. In particular the interaction between mental health services, especially with regard to issues of control, will be considered. In conclusion it will be suggested that clients engage in an active, creative search for meaning in mental ill health, and that they draw on elements from public and professional understandings in doing so, as well as their own representations.

Social anxiety and the saturated self

G. FRY & T. BUTT, University of Huddersfield & R. BELL, University of Melbourne.

Post-modern thought has shaken orthodox psychology’s taken-for-granted assumptions about the concept of a unitary self. A multiplicity of selves is being-in-the-world which is held as normal for each individual. Yet each person retains a sense of self, even though this is not tied to particular traits or behaviours. In a study by Butt, Burr and Bell (1997), an unconsciousness of participation in joint action was seen to characterise being non-social. In this follow-up study, the grid/interview devised by the foregoing authors was used to develop a social selves grid. Twenty participants were asked to complete this grid in order to establish personal grids and a self-consciousness in maintaining a sense of self. Contrary to expectations, it was found that individuals are more able to describe relationships that induce social anxiety than those that are unproblematic. These findings are claimed to support the existential-phenomenological notion of pre-reflective social engagement.

Group mergers: United we run, divided we fail?

S. GIETZSCHER, Friedrich-Schiller University.

Recent research on the role of categorisation in the integration of intergroup bias, different models of integration or categorisation have been proposed. These models seem to offer an optimistic view of group mergers. Research based on these categorisation approaches emphasises that...
identification (i.e. simultaneous identification with the in-group and a higher order common in-group inclusive category) or rather the most positive condition for generalised intergroup contact (e.g. Hornsey & Hogg, 1999). However, studies by Worchel and colleagues (e.g. Worchel, Andrews, & Aronson, 1967) indicated that an ingroup merged with a group with a history of competition fails, there will be a high probability of making the former group a negative outgroup. Hence, it is questionable whether dual identification is also instrumental in the case of a group failure. Employing a three (category salience: one group vs. two groups vs. mixed group within one group) X two (merged group: failure vs. success) between participants design (merging categorisation model) within a within subjects design which is most instrumental for group failure or success, for previous competitive groups. Further, based on the In-group Projection Model (Mummendey & Weis, 2000), it was hypothesised that the projection of outgroup attributes onto the inclusive category should be a helpful coping-mechanism in the case of group failure. The findings are discussed with regard to the different theoretical assumptions and some explanations are outlined.

Storytelling in the public domain: Constructing obesity through talkshow narratives
D. GILES, University of Coventry.

Interest in narrative psychology is steadily increasing across health psychology (Crossley, 2000; Murray, 2000), and in social psychology more broadly where the production of narrative is viewed as a key psychological organising principle, creating structure and meaning to individual life histories. This study examines the production of narratives in a television talk-show, a genre whose organising structure is the personal anecdote (Livingstone & Lunt, 1994). In the particular show under scrutiny, guests discuss the topic of obesity, and a number of their stories relating their experiences of obesity are analysed in terms of their overall structure and the light they shed on how individuals account for their eating behaviour and their effects to address their problems. Typically, these narratives involve the attribution of blame (on parents, and so on), a ‘turning point’ or ‘trigger’ (a defining moment at which eating was constructed as a problem which required corrective action, and a resolution (either positive or negative) to the problem). It was constructed as a secondary psychological issue, and merely a symptom of profound emotional distress. The narratives of eating disorders will be discussed, along with the mediated nature of the text and its role in circulating broad cultural representations of health and illness.

The Similarity-Attraction Hypothesis: The role of computer-mediated communication devices in mediating initial contact and communication among unacquainted people
R. NOVIK, D. ABRAMS, R. ALDUNATE & L. MOLINA, Pontificia Universidad Católica de Chile.

The Similarity-Attraction Hypothesis predicts that the higher the proportion of similar attitudes, including preferences, beliefs and values, the greater the attraction among people. Thus, people are more attracted to others who resemble them in every way. Research conducted on 180 acquainted respondents’ preferences, three clusters were identified, which were then compared in a number of other relevant variables (e.g. empathy, agreeableness and friendliness) for establishing initial communication for the first time. A conceptual similarity-attraction model was built which is robust. This model, using a game format, proposes an artificial design which mimics social rules and norms that usually regulate the probability of establishing contact among people who has the same attitude towards communication. When the experiment takes place, each participant will bear one of the Pocket PCs for at least one academic semester and their contact and communication processes will be monitored by the machines. Different type of independent processes run on each machine, known as agents. The communication environment searching for other agents to establish a link and if more than two machines are in the same neighbourhood, they form an ‘interim Ad Hoc network formed’ (i.e. a communication agent establishes a link, the social agent of both machines communicate their similarity-attraction model to find machines in the same neighbourhood that can be suggested to their users. Theoretical as well as practical implications are addressed in the discussion.

Sex on the internet: Observations and implications for internet sex addiction
M. GRIFFITHS, Nottingham Trent University.

The internet appears to have become an ever-increasing part of people’s day-to-day lives. It has been alleged by some academics that social pathologies are beginning to surface in our society. There have been references to ‘technological addictions’. Some academics claim that social pathologies referred to as technological addictions are beginning to surface in cyberspace. One related area that deserves further examination is the concept of sex addiction and its relationship with excessive internet use. In order to address these issues, the authors examine, overview (a) sex-related uses of the internet, (b) the concept of ‘Internet addiction’ in relation to excessive sexual behavior, (c) cybersex and cyber-relations, (d) cyber-relationship typologies, (e) the claims made for Internet sex addiction, and (f) the empirical data relating to internet sex addiction. It is concluded that internet sex is a new medium of expression where factors such as perceived anonymity and disinhibition may increase participation. It is also argued that although the amount of empirical data is small, internet sex addiction exists.

Sufferers’ constructions of ME (myalgic encephalomyelitis)
J. GUISE, University of Edinburgh.

ME (myalgic encephalomyelitis) has been, and still is, difficult to categorise as an illness – mainly because it lacks a reliable diagnostic test or marker. It can be based on the basic symptoms and the standard epidemiologic strategy in such circumstances is to use these symptoms to define a new illness. In the case of ME, this definition is contested, and the debate concerns the potential contribution to this illness of psychiatric or psychological problems. In the absence of diagnostic markers, ME sufferers’ accounts of their illness are crucial. This paper reports on research carried out between 1999 and 2001 in which ME sufferers were interviewed and asked the 10-confrontation related questions about social influence variables introduced to alter decisions in a specific direction in attempts to raise previous SIS scoring. The hypothesis that midwives would achieve higher scores when asked for decisions regarding client care in an interview as opposed to completing an anonymous private questionnaire was supported. In many instances decisions were reversed. One possible explanation for the failure to achieve a privacy afforded in a private and confidential questionnaire absents social forces thus removing threat of negative feedback which may occur in interviews mentioning this into clinical practice highlights that there may be differences between what midwives say they will do (presumed theory) and what is actually done in clinical practice (theories-in-use) with obvious consequences for childbearing women. A second hypothesis was rejected which stated that lower graded midwives would score lower on the social influence scores on the self-report SIS in comparison to more senior midwives. This finding was contrary to the hypothesis that a more imagined social influence or a more implicit influence of others in real practice would be more powerful in influencing lower graded midwives.

Social influence effects on practising midwives’ decision making
C.J. HOLLINS MARTIN, University of York.

The phenomena of social influence within midwives practice are largely an unstudied area. Utilising appropriate validity and reliability tests a 10-question scale was devised called the Social Influence Scale (SIS). The SIS was utilised to measure score and score was achieved by asking anonymous responses to 10 conformity related clinical decisions. One year later 60 of the aforementioned subjects were interviewed and asked to the same 10 conformity related decisions with social influence variables introduced to alter decisions in a specific direction in attempts to raise previous SIS scoring. The hypothesis that midwives would achieve higher scores when asked for decisions regarding client care in an interview as opposed to completing an anonymous private questionnaire was supported. In many instances decisions were reversed. One possible explanation for the failure to achieve a privacy afforded in a private and confidential questionnaire absents social forces thus removing threat of negative feedback which may occur in interviews mentioning this into clinical practice highlights that there may be differences between what midwives say they will do (presumed theory) and what is actually done in clinical practice (theories-in-use) with obvious consequences for childbearing women. A second hypothesis was rejected which stated that lower graded midwives would score lower on the social influence scores on the self-report SIS in comparison to more senior midwives. This finding was contrary to the hypothesis that a more imagined social influence or a more implicit influence of others in real practice would be more powerful in influencing lower graded midwives.


The effects of alcohol upon the individual both from the physiological and psychological perspective are well known. We know for instance that individuals are more likely to display risky behaviour patterns when under the influence of alcohol (Fullilove et al, 1996). However, drinking is generally a social activity (Atkin, 1985; Morojele & Stephenson, 1994) as such decisions are often made in the presence and with the agreement of others (Donelson, 1988). This research examines the
effects of alcohol on problem solving groups from a group process perspective. Participants were either given alcohol sufficient to be at the UK drink drive limit or a placebo. They were then presented with a series of problems to solve either individually or as a group of four. The aim of the research was to test a 'group monitoring hypothesis'. In logical problem solving tasks it is expected that at least one member responds optimally and all other members (sober and under the influence of alcohol) are quick to recognise the virtues of that response—"truth supported wins" Laughlin (1996). We would expect drunk groups to be able to compensate for alcohol impairment. As long as one member advocates the correct answer they should be able to detect the appropriateness of the response. We therefore predict that groups with better and faster drunk groups will have an advantage over drunk individuals. Chi squared analyses showed that groups performed better than individuals but alcohol did not have a significant effect. Findings in the light of the group monitoring hypothesis will be presented.

Expatriates and identity: A discourse analysis
T. HOWELL, University of Nottingham.
In this study, the construction and negotiation of social identities in talk by 'expatriate' individuals in multinational organisations was explored. This is a working paper and one that is part of a larger study surrounding identity and expatriate-related topics. The participants are currently assigned or have recently been assigned to the multinational organisation and have attended to national and cultural identity around the world. The theoretical approach to research employed a constructionist framework and utilizes an eclectic version of discursive conversational analysis to analyse the participants' talk taken from recorded semi-structured interviews. The intention of the research is to add to the existing body of knowledge by using a different lens with which to look at issues such as cross-cultural adjustment; change associated with overseas transfers; and the impact of international assignment experiences on social identity. Preliminary findings from interviews carried out to date suggest that expatriates construct their identities through descriptions about their international assignment experiences and their role within the organisation. The participants attend to national and cultural identity around expatriation and "foreign" stereotypes during a social interaction. By contrasting and comparing themselves with "others", the participants construct, position and resist their own ascriptions. By using routine rhetorical resources the participants orient to their own social identity as something that is constructed and genuine. Therefore, the findings from this study have relevancy in terms of theoretical implications, and practical implications for multinational organisation members as more deviant, and evaluations of that membership were mediated by the perceived extent of their deviance. Compared to high identifiers, low identifiers self-stereotyped less after reading about a negative (vs. positive) in-group member, and their level on in-group identification was significantly lower (higher) after reading about a negative (positive) in-group member. These results suggest that people view a negative in-group member as threatening and that high and low identifiers will differentially react to restore the value of their social identity.

Unprovoked and unpredictable: A discourse analysis of newspaper reports of a murder by an asylum inmate in 19th century Dundee
R. ION, University of Abertay.
Recent comments on the portrayal of negative portrayal of the mentally ill has focussed on the way in which mental illness has been linked to notions of instability, random violence and criminality. This study of a newspaper in Scotland focussed on the way in which members of the community and concerns about social stability are constructed. The identity of the murderer as mentally ill was achieved through the use of a variety of discursive strategies. These included drawing on the testimony of psychiatrists, the presentation of detailed descriptions of events leading up to the murder and an emphasis on the previously predictable character. In conclusion, it is argued that this representation is one that is clearly recognisable to modern readers and that unhelpful modern constructions of mental illness can only be understood in reference to this long standing discourse of madness, unpredictability and dangerousness.

Public support for more visible policing: Concerns about social order and symbolic functions of the police
J. JACKSON & J. SUNSHINE, New York University.
This paper presents a social psychological perspective on the concerns regarding the number of police officers on the street. Recent times have seen significant policy responses to such concerns. The evidence indicates that "bothers the beat" are not effective in catching criminals in the act, an increased use of high visibility policing has been largely justified in terms of public reassurance exercises; more particularly, symbolic activity to address public concerns about personal safety. Yet we have little data on what drives public attitudes. Following Tyler and Boeckmann (1997), this study examines the relative impact of: (a) worry about becoming a victim of crime; and (b) concern for the quality of local service. Focusing on the second hypothesis, by applying social identity theory it is expected that identification with the community and concerns about social and moral order partly drive the demand for public policing on the streets. This occurs when authorities offer its representatives of the group. Such presence symbolically reassures citizens that their values and sense of morality are being upheld, provided the values and tenets of law enforcement are consistent with one's personal beliefs. The extent that citizens view the police as representative of their values is partly dependent on perceptions of the fairness of the procedures the police use to exercise their authority. Using structural equation modelling, data are analysed from a small study of 200 respondents, ten weeks after the murder of Mr. Wilson in London (currently being conducted, but expected sample size of 400).

Identities within research interviews
N. JACOBS, University of Bristol.
This paper explores how identities are constructed within research interviews. Zimmerman (1998) has argued for a three-part typology of personal identity. Transitory ‘discourse identities’ included in the local interactional business of asking questions, telling stories and so on. Sequential movements in and out of these identities served a functional aspect of the ‘interaction order’. Situated identities are an important constituent of recognisable situations, such as research interviews, and may be glossed as ‘institutional identities’. Transportable identities accompany individuals through a number of interactional episodes, but may not be accessible in particular. This paper explores the extent of and relations between these three aspects of identity within the setting of a research interview. The paper draws on a conceptual tools from discursive psychology (such as ‘category entitlement’), from conversation analysis (such as ‘regress’, and, from a phenomenological perspective, on the interactional use of pronouns. The analysis is based on a representative transcript from a corpus generated during an unrelated research project, in which academic researchers and information professionals were interviewed using semi-structured interview schedules. The analysis concludes that Zimmerman’s model is robust, and that it can contribute to a better understanding of the accomplishment of the ‘subjectivity’ on which identity depends. The analysis also offers insights into the interactive mechanics of the ubiquitous research interview.

‘You can’t keep on being miserable’: Uncertainty and stoicism in the adaptation to diabetic renal disease
N. KING, University of Huddersfield, C. CARROLL, Queen Alexandra Hospital, Portsmouth, P. NEWTON, University of Sheffield & T. N. DONAGHY, University of Salford and University of Manchester.
This paper examines the experiences of adaptation to renal disease of 20 patients with diabetes. Although there is quite a substantial literature on psychological responses to diabetes, there is much less work on the psychological complications, and little at all on renal disease. Twenty patients attending a diabetic renal clinic were interviewed in depth about their experiences of adaptation to the condition. Using a discourse analytic approach, we identified a set of strong themes relating to: changes in lifestyle; changes in the structure of involvement in the health care system; coping strategies; and hopes, fears and expectations. We found that for almost all of the participants, attempts to cope with the condition are not a fundamentally different response in the face of uncertainty relied upon a stance of stoicism and fatalism. This is discussed in the context of the claim that contemporary society increasingly holds to the emotional self-expression rather than stoical endurance to be the appropriate response to suffering.

‘I’m more radical than you’: Social identity and exclusionary rhetoric in the anti-capitalist movement
S. KREINDLER & M. LALLJEE, University of Oxford.
Communicators often imply that their arguments flow from the common values of a shared group. Political speakers of both the right and centre-left have been shown to actively construct these shared values (PNIM) by emphasising certain social categories and norms. My research has demonstrated that the critical practise is to analyse PNIMs from other minority sources, allowing them to present radical messages without being dismissed as anti-norm extremists. This paper investigates the failure of certain left-far groups to employ it. Study One analysed a recruitment pamphlet by a socialist
faction within a centre-left Canadian political party. Unlike any political message studied to date, it was not couched in political language; its authors never referred to the party as such. They constructed other in-party factions as antagonists, not in-group members. Therefore, they did engage with the party’s norms by urging it to ‘change radically’ and offering many recommendations but little praise. Study Two investigated whether social identity concerns affected other-in-group members. Seventy-six members of anti-capitalist groups answered a set of questions about how the anti-capitalist movement should phrase its appeals, and constructed group identification and exclusionary tendencies. Participants who identified most strongly with the movement termed ideologically pure terminology, even at the expense of alienating potential supporters. The exclusion of potential in-group members and allies predicted explicit rejection of out-group members. The results suggest that certain radicals may be willing to sacrifice wide influence for the psychological benefits of belonging to a small, distinctive group.

Organisational identity and change: Developing a process model of change sensemaking
O. KYRIAKIDOU, University of Surrey.

Drawing on interview data from employees in one organisational setting a theoretical framework based on Identity Theory is offered suggesting a meso paradigm for understanding the social construction of organisational change that overcomes the duality of micro and meso change. The case study indicates that the contrast between episodic and continuous change reflects differences in the perspective of the level of analysis. From the macro level of analysis, the flow of events that constitute organisating indicates repetitive and incremental action and inertia interrupted by episodes of transformational change. The micro level of analysis however, suggests moderate and ongoing adjustment in order to overcome inertia. When an organisation is facing dramatic change, shared and individual meanings are challenged and exposed to reconstruction which involves a fundamental alteration in the social construction and a cognitive reorientation of the organisation. It is in this urge to develop understanding and acceptance of an alternative organisational reality that a meaningful change is likely to be critically important. Employees’ cognitive reorientation is built upon the assumptions of OIT treating organisational identity as the cognitive lens through which individuals view the world. The case study illustrates that the process and tempo of organisational change is strongly related to the cognitive reframing of its organisational members. Further indicates that the organisational change is perceived as proposing provisional organisational identities which need to be incorporated into members’ identity structures for cognitive reframing to occur which will support the understanding of change. A sensemaking model constructed from the analysis of 24 accounts of change using six-dimensional analysis indicates that cognitive reframing takes place through; (a) attraction to different qualitatively different possibilities; (b) assumption that such possibilities are open to the organisational community; (c) the evaluation of the provisional identities based on the principles of esteem, efficacy, and continuity. Employees’ capacity to reframe their cognitive frames and incorporate the proposed provisional identities depends on the extent to which they perceive a similarity to the organisational context or support the change and on the extent to which the provisional identities enhance the value of their organisational identities. Finally, the present finding that the organisational context requires a consideration of the relationship between identity and change which demands a reconsideration of conventional understandings of organisational identity as a relatively stable and enduring feature of organisations.

Talking the talk – Socio-political communities and the internet
G. LALA & C. McGARTY, Australian National University.

The internet is a social medium, and as such interaction via the internet may carry connotations of those that take place in face-to-face contexts. Moreover, it can plausibly be argued that online communities play an active role in facilitating communication via the internet. Some of these groups may communicate exclusively online, however, it is not uncommon for such communities to engage in face-to-face interactions as well. It is therefore plausible that OLCs may simply be groups of people, it is plausible that established social psychological models (e.g. Tafel, 1981; Klandermans, 1997) emphasise the role of social movement activists, e.g. anti-globalisation protesters, to recruit and organise participants. Social psychological analysis of online social movements (e.g. Tafel, 1981; Klandermans, 1997) emphasises the role of collective action in social movements. Thus if OLCs are groups then they can be considered collective action groups. To test this assertion, we conducted a series of studies of OLCs formed around socio-political issues. In contrast to these findings did not support the contention that socio-political groups used OLCs to make decisions or plan actions. Results from a second study suggested that the main role of the OLCs may be to facilitate an exchange of ideas between community members (to interact rather than to act). We argued that these results suggest that OLC models of group development are not well suited to socio-political OLCs. We proposed a model incorporating three different forms of online community to account for the applicability of that model. The results of this third study are discussed.

Accommodating the opening of Pandora’s Box: Debates and dilemmas in the reframing of domestic violence as a health card issue
L. AVIS, C. HORROCKS & N. KELLY, University of Huddersfield.

This paper reviews the debates and dilemmas evident in the recent shift in focus, in portraying the hitherto ‘social’ issue, domestic violence, as a health care issue (Department of Health, 2000). It examines the ways in which re-framing domestic violence, as a health care issue, has led to the development of a new identity for those involved in its management. The paper will consider some of the debates and dilemmas faced by health care professionals, in which they are deemed to signify whether youths are likely to engage in offending behaviour. This paper looks at groups of youths who are deemed to be ‘at risk’ of slipping in to offending. The research has tended to ignore when drawing their conclusions is the accounts of young people who are not on the边缘. The aim of this research is to further explore whether they share the same attitude towards evasion.

‘At risk’ youths talking about crime and the police
A. LOCKE, University of Derby.

Recent media and government reports claim that youth offending is on the increase. The media in particular has run a number of stories claiming that there is a ‘yob culture’ and the government has responded by looking at strategies for decreasing the incidence of youth offending. This paper examines some of the debates and dilemmas evident in the recent shift in focus, in portraying the hitherto ‘social’ issue, domestic violence, as a health care issue (Department of Health, 2000). It examines the ways in which re-framing domestic violence, as a health care issue, has led to the development of a new identity for those involved in its management. The paper will consider some of the debates and dilemmas faced by health care professionals, in which they are deemed to signify whether youths are likely to engage in offending behaviour. This paper looks at groups of youths who are deemed to be ‘at risk’ of slipping in to offending. The research has tended to ignore when drawing their conclusions is the accounts of young people who are not on the边缘. The aims of this research is to further explore whether they share the same attitude towards evasion.

Challenging for identity: Temporality in psychological and sociological studies of social movements
R.D. LOWE, Lancaster University.

Concepts of ‘identity’ are central in both psychological and sociological theories of social movements. However, the form that identity takes varies across and within intellectual and theoretical paradigms. This paper examines existing concepts of identity in sociological and psychological social movement literature, and problematises them in regards to the adoption of computer-mediated communication technologies.

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challenge traditional theoretical positions through the collapsing of boundaries between individual and group processes. Whilst mass gatherings such as the anti-capitalisation rallies seen since Seattle in 1999 are highly visible displays of the role of physical co-presence within group identification, the wider arena supports the development of globally distributed identities independent of physical constraints. Following this paper, we argue that the role of time in identity processes is central to understanding the relationship between the so-called virtual arenas. Whereby messages promulgated by websites generally evolve slowly, bulletin board systems see lively discussions with swings and variations in argument over hours, and chatrooms support constant identity fluxes. Alongside this virtual arena in which information is displayed and discussed, movement action is intrinsically tied to the temporality of physical events: either as a reaction to an event or decision, or through demonstration and direct action. The current study examines the information environment of the Internet, focusing upon a date of specific social movement interest, May 1st, as an aspect of time in the relationships between collective action, communication technology, and identity.

Rhetorical representations of masculinities in South Africa

R. LUYT, London School of Economics.

In the wake of its torrid political past, the South African social context continues to be characterised by debate and contestation, fostered through enduring structural divisions within society. Focus group and individual interviewing procedures facilitated an exploration of masculine negotiation within this context. Seven dominant metaphorical themes in the rhetorical representation of South African masculinities emerged: (1) Masculine Control: ‘It’s basically a conquest thing’; (2) Masculine (Un)Emotionality: ‘Having a long time’. The Masculine Physicist and Tomboy: ‘The iron man’; (4) Masculine Competition: ‘It’s a matter of war’; (5) Masculine Success: ‘Flying high’; (6) Masculine (Illegitimate) Steam engine within’; and (7) Masculine Responsibility: ‘Child-minding the world’. These reveal the dynamic and complex nature of masculine debate and performance across divisions of ‘race’, class, age, and sexuality within the country. Although participant debate predominantly served to support these normative discourses, dominant notions also found challenge, this providing a guiding blueprint of contemporary masculine construction and contestation within South Africa. The theoretical integration of social representations and rhetoric is argued to provide a useful analytical tool in this endeavour in which a rhetorical approach provides a framework to overly observational views of social reality that social representations theory typically promotes. Far from providing a complete account of the construction of masculinities, an impossible task given the sheer complexity and fluidity of its social negotiation, it is believed that this venture provides information rich in its descriptive utility.

Volunteering motivations: Integrating the functional and role identity perspectives

P. MACNEELA, Dublin City University.

Many voluntary sector organisations rely on the efforts of volunteers to achieve their aims and objectives. Two theories in particular support a social psychological analysis of volunteering. The volunteer process model proposes that certain functional motivations will promote continuance as a volunteer. The role identity model proposes that involvement is determined by the successful formation of a volunteering role identity. These models can be used to construct a more complete account of the social psychology of volunteering can be obtained by incorporating both motivations and role identity. This study examines the relative influences of motivations and role identity on satisfaction with volunteering and organisational commitment, in the context of organisational culture. Data were obtained through interviews from 199 volunteers with Irish voluntary sector organisations. Regression analyses showed that both role identity and volunteering motivations predicted organisational commitment, satisfaction with volunteering. These results indicate that role identity as a volunteer and particular functional motivations key constructs to related to continuance. Qualitative analyses of interviews illustrate processes through which role identity and management policies influence commitment and satisfaction. The results of the study are explored in the context of developing a framework to support the most effective use of volunteer steering resources by voluntary organisations.

Organisational culture and quality programs: Interfaces of implantation of ISO9000 in Brazilian companies

K. BABOSA MACEDO, J. EVANGELISTA BRASILEIRO, D. TAVARES, D. CRISTINA GUIMARAES & P. BRAZ DOS SANTOS, Universidade Católica de Goiás – Brazil.

This article tells about research completed with 33 companies. The aim was to check the impact of ISO9000 in its organisational culture. This study is qualitative, comparative and descriptive. Interviews were conducted in nine cases and used interviews to collect data that were analysed by technique of graphics analysis. The reasons given by these companies for wanting certification were more external, such as externals, and industries, regarding implementation, were ‘in deep’ to some and ‘instrumental’ to others. The main source of data was information from the SEBRAES, however, these companies also had external consultations. Qualification, motivation to involve everyone in the process, patterns procedures and major control appeared as facts to make the process easier. The importance of planning the material, financial and human resources that make true work is the clear attempt to evaluate and control the progress of the procedures. Some companies quit the process because of costs of planning, lack of human and financial resources and difficulties with rules. Among the impacts on organisational culture, there were many domestic changes, with support and bureaucratic what made resistance from all organisational areas, recognition of many positives and many negatives. The ISO9000 is seen as a managerial tool and also many critiques related to implantation difficulty, high cost and the fact that the ISO9000 do not represent the warranty of quality. The people involved in the process realised the ISO9000 as two point of views. On the one hand it could represent the possibility to implement procedures that provide better control, and to other hand it could be another domination instrument, exploration and workers alienation.

Organisational identification: How and why it affects work-related behaviour

K. MARSON, London Guildhall University & M. CINNIRELLA, Royal Holloway University of London.

Based on a series of studies (444 cabin crew, 239 social services employees and 213 students) exploring the formation, maintenance and effects of organisational identification, this paper takes a broader view of how social identity theory (SIT; Tajfel & Turner, 1979; 1986) and identity process theory (IPT; Brasswell, 1995) can be combined to best understand the importance of organisational identification to employee well being and organisational effectiveness. Previous results indicate that while membership of the organisation as a whole (rather than with workgroups) seems to be the best predictor of positive behaviour - attitudes, good performance and low absenteism (Marson & Cinnirella, 2001); (2) social mobility beliefs (an under-explored element of SIT) are important predictors of mental health and identity formation (Marson, 1998; 2002); and (3) the IPT notion of threat to identity is relevant to identity formation in the context of organisational merger (Marson, Sunley & Cinnirella, 2001). This paper explores how these issues fit together to inform us about the dynamics and effects of organisational identification, by addressing overarching questions such as:

1. Why is it important to distinguish organisational identification from organisational commitment, and what are the implications for research and measurement?
2. How does the study of organisational identification facilitate our understanding of Equal Opportunity issues in organisations?
3. How can the joint application of SIT and IPT highlight new foci of management efforts, such as the match of norms between nested, work-related groups?
4. How do these findings feed back to inform social psychological theorising?

New loyalism: Changing discourse, changing politics?

J.W. McAULEY & S. HOGAN, University of Huddersfield.

The contemporary politics of Northern Ireland remains dominated by the search for a stable political settlement. One of the more important outcomes of this dilemma has been the increased fragmentation within the politics and social relations of Ulster Unionism. This paper will consider how sections of Ulster unionism and loyalism have responded to contemporary events in Northern Ireland and examine the emergence of a political discourse through that political grouping which has become known as ‘new loyalism’. The response from unionism in the current phase has demonstrated, and at times revealed many of the internal contradictions between unionists. In party political terms, the Democratic Unionist Party (DUP) has consistently stated its distrust of, and organised against, the ‘peace process’. Furthermore, notwithstanding its formal endorsement of the new institutions in Northern Ireland, the largest unionist grouping, the Ulster Unionist Party (UUP), is currently still deeply divided on the issue, with much of its support engaged in the new regime only extremely reluctantly. Within unionism, it is only those political groupings originating in the loyalist paramilitaries, the Progressive Unionist Party (PUP) and while it existed in a coherent form, the Ulster Democratic Unionist Party (UDP), have been prepared to promote political involvement in the new negotiated settlement. Central to this has been the surfacing, from deep within working class loyalism in Northern Ireland and to outline and analyse the contemporary events which have emerged as new political discourse that redefines loyalism and political relationships in Ireland. Here it is useful to distinguish between discourse as that which refers to systems of meaningful practices that form the identities of subjects and objects, that help construct frontiers between ‘insiders’ and ‘outsiders’ and between that which is seen as ‘legitimate’ and ‘illegitimate’ political aspiration (cf. Laclau & Mouffe, 1985; Howarth et al., 2000). Needless to say, the views and policies which are far from universally accepted within unionism. There are counter discourses based on traditional unionist interpretations of the past, by which discourses are historical constructs always vulnerable to shifting political forces. One way this paper will seek to understand the ruptures within loyalism therefore, is to comprehend the differing frames of reference and discourses being used to construct conflicting understandings of contemporary events.

‘If you are frail, you’ve had it’: Nurses’ attitudes towards working with older patients

A. MCKINLAY & S. COWAN, University of Edinburgh.

The ageing of the UK population means that the care of older patients will form an increasingly important part of the remit of nurses. However,
recruitment statistics suggest that nurses hold unfavourable attitudes towards working with older people and consequently need to spend more of their time caring for patients towards whom they hold unfavourable attitudes. This constitutes a potential health care problem. The findings of previous studies present a mixed picture of the attitudes of nurses towards working with older patients. The present study examined the attitudes of student nurses towards the patients within the context of the Theory of Planned Behaviour. Using a specially designed questionnaire, the nurses’ perceptions of nursing behaviour in relation to working with older patients, participants were asked to report general attitudes, subjective norms and perceived behavioral control associated with working with older patients and to describe future intentions to behave towards those patients. The results indicated that participants’ general attitudes and intentions towards working with older patients were positive. The Theory of Planned Behaviour model received only limited support, since its perceived behavioural control component did not add significantly to the prediction of intention to behave. However, differences in general attitude and subjective norms were accompanied by differences in antecedent evaluations of behavioural outcomes and antecedent normative beliefs. In conclusion, the implications of these findings for future research in this area are discussed.

Doing ‘gendered talk’: How women incorporate sexist talk in constructing a sense of self

A. McKINLAY, University of Edinburgh, A. MCCVITIE, Queen Margaret University College & A. DUNNETT, University of Edinburgh.

This paper introduces a novel perspective on the analysis of ‘new discrimination’ discourses. The paper uses discourse analytic techniques to examine data collected from interviews with families in a deprived urban village. Social Constructionist studies have identified ‘new’ forms of discrimination such as ‘new racism’ and ‘new sexism’. (Potter, 1992; Gough, 1998). These draw parallels between how talk in local contexts is rhetorically organised and larger scale ideological features. They emphasise generic similarities and subjective norms were accompanied by differences in antecedent evaluations of behavioural outcomes and antecedent normative beliefs. In conclusion, the implications of these findings for future research in this area are discussed.

Importance of learning about different cultures concerning ethnic distance in children age six to 10 in Northern Serbia

V. MIHIC & I. LISUL, Novi Sad, Yugoslavia.

Ethnic distance is probably one of the most widely used terms in Yugoslavia in the past decade. Although there were numerous research studies conducted in all of the former Yugoslav republics on this matter, in only a few cases were subjective features of the children for the research. Unfortunately, the consequences of this were that we had generations and generations of adolescents who did not know all other nationalities but their own, and we could do little about it. That is why this research’s primary aim was to discover if the image of Yugoslavia is a problem even in this early age, and if it is, what can be done to reverse or prevent this process. Subjects of the research were children from kindergarten and lower classes of primary school (age six to 10) and their parents. Method used was Bogardus’ scale of social distance, adapted for the children, and a questionnaire for their parents concerning scale of social distance, adapted for the children, and a questionnaire for their parents concerning

Resolving conflict between actual experience and dominant cultural/community narratives in young women’s narrative accounts of their sexual experiences

K. MILNES, The University of Huddersfield.

The research paper upon which this study is based aims to gain an understanding of the sexual experiences of ‘young’ mothers that is contextual but also highly individualised. This challenge is undertaken through a three phase study designed to elicit narrative accounts of adolescent sexuality, pregnancy and ‘young’ motherhood. The first two phases of the project enabled an exploration of the ways that these issues are storied at cultural and community levels. Preliminary analysis of data collected over this period identified a number of shared narratives including narratives of feminine sexuality and gender appropriate sexual behaviour (often underpinned by a romantic narrative), relationships with the ‘father figure’ (such as the ‘motherhood as female destiny narrative) and the problem narrative that is often constructed around young motherhood. The final phase of research (ongoing) is investigating the ways in which, in a patriarchal society, dominant cultural and community narratives of this kind may be used by the young women in constructing personal narratives around sexual experience, sexuality and motherhood. This paper describes some of the findings from these personal narrative interviews to explore the strategies that young women use in resolving conflicts between their own unique personal sexual experience and the dominant cultural/community narratives.

Metaphor, message and meaning: A discourse analytic account of race and gender within media representations of the paranormal

M. MOSS, Independent Scholar.

This paper is a subset of discourse analytic material taken from group discussions on media and the paranormal, utilising video clips as springboards for debate. Metaphorical issues include comparisons and justifications for discourse analytic procedure within non-interview research and discussion of the implications of these findings for future research. The process of analysis becomes broadly analogous to discourse analytic procedure within non-interview research and discussion of the implications of these findings for future research.
constructive nature of identity in interaction and the rhetorical work that interviewee and the interviewer jointly perform in attending to constructing otherness.

The legal category of nationality and the question of national identity in the states of former Yugoslavia

D. NADA_DIN, Polish Academy of Science.

Employees' categorical memberships of either the professional–legal or support–administrative groups. A survey was conducted with employees of two law firms, each of which had recently undergone a merger. Along this salient categorical dimension, whilst support–administrative staff are likely to belong both to state and to nation, I want to propose that the spectrum of juridical and political sciences and human experience and behaviour. The perception of nationality is a salient identity of organisational in-group, the region. What I am trying to do is documenting cultural context – not only life of a single person. I consider the views of employees since more than the users in the relation with the state I wanted to find out the way they explained their choice.

The relationship between employee resistance to change and organisational identities: An example of law firm mergers

R. NEWTON, London School of Economics and Political Science.

Much research into intergroup processes in organisational mergers has suggested a relationship between the impact of a merger on employees’ organisational identities and levels of resistance to the merger. In law firms this relationship is particularly acute given the relatively impermeable boundaries of the two key work groups. A survey was conducted with employees of two law firms, each of which had recently undergone a merger (n = 128, 52 per cent responses). Significant differences in resistance measures were examined according to respondents’ memberships of the professional–legal or support–administrative groups. The theoretical model offered suggests that the difference in measures of resistance between these groups is related to the shared salient identity of professional–legal staff and change agents, compared with the absence of a shared salient identity of support–administrative staff and change agents.

On the inconsistencies of post-modern ‘denials’ of referentiality

D.J. NIGHTINGALE, Bolton Institute.

This paper contends that post-structural denials of referentiality (often derived from theoretical critiques of naive objectivism and realism) are mistaken in their undifferentiation – i.e. the ‘relationship’ between the word and the world – should be considered as nothing more than a matter of social convention. Drawing on Critical Realist notions of referentiality, paying particular heed to the ways in which language is always already embedded in various material and social processes, the paper suggests that a ‘real account of signification’ – that is, one wherein language can be seen to ‘correspond’ to features of the external world can be both possible and necessary and need not entail the foundationalism or naïve objectivity that many commentators assume must always underpin such realist accounts.

An exploratory examination of collegiate soccer players’ goal commitment

S.M. PACK, B. HEMMINGS & S. JOHNSON, University College, Northampton.

Within organisational and industrial psychology (I/O) much evidence suggests that the use of specific, difficult, goals can lead to enhanced individual and group performance (Locke et al., 1981; Tubb, 1986; Locke and Latham, 1990; Weeldon & Weingart, 1993). Subsequently, the use of goals has been advocated as means of enhancing sport performance (Locke & Latham, 1985). However, the goal setting-performance relationship is not absolute as there will be situations when there is commitment to the goal (LC). Locke, Latham & Erez, 1988). A number of models have been used to explain this relationship between sport related research and behaviour. We have aimed to explore collegiate soccer players’ perceptions of those factors which influence their GC, using a phenomenological approach. Soccer players participated in a group interview and a semi-structured questionnaire. Participants were initially asked to describe the meanings they ascribed to GC, and then to reflect on their own and other players’ experiences and opinions. Using hierarchical content analyses, themes were identified and organised into patterns of similar responses. It was reported that the coaches’ personal qualities, collective efficacy, mutual encouragement, social cohesion, win/loss record, and perceptions of the opening few minutes of the game determine their GC. These findings show solidarity with, and also extend extant I/O literature. In light of this, further sport specific research is warranted.

Perceptions and representations of training in a changing organisational context: The dynamic of the act of training

E. PAPALOI, Independent Scholar.

Technology development and knowledge exploitation in the context of several changes and innovations that have characterized the professional environment, the role of training has become even more problematic for survivors of drug assisted sexual assault are still presented with difficulties in returning to normal lifestyle. Research has indicated that women reporting sexual assault have a higher prevalence of drug assisted sexual assault in the UK (Home Office, 2000). Limited information suggests that drug-assisted sexual assault is more prevalent than many people believe and may be increasing (McLean, 2000; Sturman, 2000). The drugs used frequently leave survivors with little, if any memory of the assault (Walling, 2000; Sturman, 2000; Forrest, 2000).

Research has indicated that women reporting sexual assault are still presented with disbeliefing and stereotypical attitudes by the police (Temkin, 1999). This is likely to be even more problematic for survivors of drug assisted sexual assault. Furthermore, survivors’ lack of memory is likely to have crucial consequences for their recovery. The ability to recall and discuss what happened is argued to be an important aspect of the recovery process (Kelley, 1989).

Within existing service provision may assist survivors in dealing with other aspects of their lives (Temkin, 1999). This is likely to be even more problematic for survivors of drug assisted sexual assault. In the UK, the Royal Commission on the Protection of Minors recommended that the number of professionals involved in the delivery of services to survivors. Stage two will explore the prevalence of drug assisted sexual assault in the UK. Stage three will explore the experiences of survivors in the process of recovery. Analysis will focus on understanding of drug assisted sexual assault.
Subjective group dynamics: Investigating the role of the intragroup context

G. RANDLES DE MOURA & D. ABRAMS, University of Kent at Canterbury.
One core approach to Subjective Group Dynamics (SGD) theory is that intra- and intergroup contexts will affect group members’ perceptions and evaluations of target members, participants, and the group. A study was conducted for a research project on an experimental study with a three (leader: anti-norm deviant vs. anti-norm deviant mandated vs. not specified as leader) x two (target group rated: ingroup vs. outgroup) x two (participants: factorial design). Participants (n = 142) were randomly allocated to conditions and asked to imagine a situation. The results provide support for SGD theory and demonstrate that deviant and normative group members will vary under different intra- and intergroup contexts.

National and ethnic intergroup bias amongst British children

A. RUTLAND & J. CAMERON, Dept. of Psychology, University of Kent & A. MILNE & P. McGEORGE, Dept. of Psychology, University of Aberdeen.
Existing research has typically found strong ethnic and religious tendencies in children and adolescents in the UK in terms of authoritarianism and national identity, but no recent evidence has been available on the development and regulation of ethnic and religious identification among British children of different ages. In this paper, we report the results of two studies into the development and regulation of ethnic and religious identification among British children of different ages. The studies were conducted in response to the need for further research on the development and regulation of ethnic and religious identification among British children of different ages.

The resurgence of experiential social psychology?

J.L. SMITH, University of Sunderland.
Although experiential social psychology was once widely provided for in textbooks on mainstream social psychology, it has not thrived in the UK since its heyday in the late 1970s. At that time, participants in encounter groups, listservs and other ephemeral groups were only a very small percentage of the population and the major academic institutions of the day had yet to be completely absorbed into the mainstream. However, the resurgence of experiential social psychology is now well underway in the UK and the present study investigated whether the resurgence of experiential social psychology is now well underway.

Should we stay or should we go?

A social identity model of schisms in social groups

F. SANI, J. TODMAN & F. DURANTE, University of Dundee.
In this paper, we present a model of schismatic processes and consider whether the model can be extended to other schismatic processes. The model is based on the assumption that the group identity, when perceived as playing a crucial role in the development of a sense of identity, will be more likely to be perceived as having no voice to express their dissent, and the group as playing a crucial role in the development of a sense of identity, will be more likely to be perceived as having no voice to express their dissent.

The implications of the first study along with the second study indicate that level of self-identity is correlated with the value types associated with environmental behaviours. The value types known as egoistic, altruistic and biospheric were also measured. These have been suggested to explain pro-environmental thinking styles as a result of minority dissent, in which participants face minority opposition from within their own group, is currently in progress. The implications of the first study along with the results of the second will be discussed.

‘Going the extra mile’: Time use, gender and professional identity

J. SMITHSON, Manchester Metropolitan University.
This paper considers how members of a specific profession – Chartered Accountants – construct their professional and organisational identity. The study carried out for a professional body which was concerned about the development of new practices and their impacts. The research comprised a quantitative survey, and 50 in depth qualitative interviews examining experiences of working time, work-family conflict and organisational support. This paper draws on the findings from the in-depth interviews, and focuses on two case studies. I use conversation analysis and discourse analysis techniques to look at how these different groups construct their professional and organisational identities. The analysis is based on three themes:

1. When is organisational identity constructed?
2. Does organisational identity change over time?
3. Gender, time and professionalism. The gendered effects of how professionalism and identity are constructed in these organisations are explored.

Self-identity and value types: Implications for pro-environmental behaviours

R.S. SNEGLAR, University of Westminster.
In this research, two measures of pro-environmental values and the relation of non-work identities to organisational identity. I consider how organisational identity is being worked out in these organisations, affected by changes in organisations and the relations of non-work identities to organisational identity.

Divergent thinking and group identity

R. SMITH, University of Dundee.
Research by Nemeth and Kwan (1987) using an anagram task showed that first-generation thinking group members who are against the ordination of women take into account the many unforeseeable factors that are at play in a complex situation. This was further tested in an intragroup context. The results of this study suggest that the group identity, when perceived as having no voice to express their dissent, and the group as playing a crucial role in the development of a sense of identity, will be more likely to be perceived as having no voice to express their dissent.
multidimensional nature of social identification, and emphasise the importance of the affective component of social identity as a proximate buffer in the sense that it allows both undermining and restoring the sense of positivity. Affect is unstable unless reason is stable.

The reconstruction of place and identity

G.M. SPELKER, University of Surrey.

This thesis examines the relationship between place and identity and is concerned with the process of attachment to place and how this process is linked to identity. The study is longitudinal in design and employs both qualitative and quantitative approaches. The context is provided by the enforced relocation of Arkwright Town, a 100-year-old North East Derbyshire mining village, to a nearby site between 1992 and 1998. The work is framed within the transactional paradigm which assumes that the process of change involves a dynamic configuration of spatial, cultural and temporal aspects and, furthermore, that individuals and groups influence and are influenced by their spatial environment in a way which cannot be described adequately in terms of a direction of causality. It adopts a social constructionist perspective which accepts that the participants’ ‘reality’ is shaped by the meanings they attribute to their socio-spatial environment; hence the focus of this work is on how participants came to experience and understand their socio-psychological changes during and after the relocation. In order to examine the degree to which the participants’ identity processes were affected by the changes in the spatial environment, Breakwell’s (1986) Identity Process Theory was used. This included an examination of the ways in which the spatial change threatened or enhanced distinctiveness, self-esteem, self-efficacy and continuity, the four principles of identity described in Breakwell’s theory. Evidence was found for the important role of place in maintaining and enhancing these principles.

The Orange Order: A group of individualists or an individualistic group?

C. STEVENSON, Lancaster University.

Traditional social identity approaches in psychology have posited a personal-social identity continuum with individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are constructed from ideological resources in an ongoing process of consensualisation (e.g. Reicher & Hopkins, 2001). This ‘ideological resource deployment’ model of group identity raises the interesting possibility of the ‘ideology of individualism’ itself being used to define a group. The resultant paradox of a ‘group of individualists’ and individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are constructed from ideological resources in an ongoing process of consensualisation (e.g. Reicher & Hopkins, 2001). This ‘ideological resource deployment’ model of group identity raises the interesting possibility of the ‘ideology of individualism’ itself being used to define a group. The resultant paradox of a ‘group of individualists’ and individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are constructed from ideological resources in an ongoing process of consensualisation (e.g. Reicher & Hopkins, 2001). This ‘ideological resource deployment’ model of group identity raises the interesting possibility of the ‘ideology of individualism’ itself being used to define a group. The resultant paradox of a ‘group of individualists’ and individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are constructed from ideological resources in an ongoing process of consensualisation (e.g. Reicher & Hopkins, 2001). This ‘ideological resource deployment’ model of group identity raises the interesting possibility of the ‘ideology of individualism’ itself being used to define a group. The resultant paradox of a ‘group of individualists’ and individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are constructed from ideological resources in an ongoing process of consensualisation (e.g. Reicher & Hopkins, 2001). This ‘ideological resource deployment’ model of group identity raises the interesting possibility of the ‘ideology of individualism’ itself being used to define a group. The resultant paradox of a ‘group of individualists’ and individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are constructed from ideological resources in an ongoing process of consensualisation (e.g. Reicher & Hopkins, 2001). This ‘ideological resource deployment’ model of group identity raises the interesting possibility of the ‘ideology of individualism’ itself being used to define a group. The resultant paradox of a ‘group of individualists’ and individuals acting in a group manner when the corresponding social identity is salient. Recent attempts to incorporate advances in discursive and rhetorical psychology have stressed that rather than stable cognitive phenomena, identities are contr...
graded responses to psychometric items typically utilise Likert scales. A particular problem with this is the limited number of response available. This prevents participants from rating items higher than any which may already have received the maximum rating. Thus, participants are prevented from responding in a manner that accurately portrays their feelings. In this paper, an alternative technique is presented. Utilising custom-made hardware and software, it utilises a physical measure of grasp intensity and duration. The huge amount of gradation allowed by these measures provides a response with virtually no ceiling effect, while also assisting in the reduction or removal of other response distortions (such as acquiescence response set and the ambiguity of middle responses). These issues will be discussed in this paper, together with a presentation of research data generated whilst utilising this new response format. Particular attention will be given to the reliability of this new technique.

Risk, feelings and biotechnology: An exploratory study using methods of theme analysis

E. TOWNSEND & D. CLARKE, University of Nottingham.

Background: Until very recently the role of feelings and emotions in framing decisions under risk had been largely ignored. However, evidence is now emerging which suggests that our feelings may to some extent valence decisions under uncertainty (Lerner & Keltner, 2001; Loewenstein et al., 2000; Damasio, 1994). Studies concerning reactions to biotechnology have largely been psychometric in design (e.g. Banfield, 1996; Heslop, 1997). The role of feelings in framing perceptions of, and decisions about biotechnology is judged as acceptable if it demonstrates some kind of tangible benefit (e.g. Siegrist, 2000), or is related to healthcare (Gaskell et al., 1997). To our knowledge no studies have specifically examined the role of feelings in framing perceptions of, and decisions about biotechnology.

Method: A current series of studies examined the role of feelings in framing decisions about genetically modified (GM) medicines in two ways. Firstly, the classic ‘Asian disease problem’ vignettes (Tversky & Kahneman, 1981) were manipulated to introduce specific information about the type of intervention on offer (traditional vs GM vaccine). Secondly, we examined the influence of general feeling state on decision making as measured by the Nottingham Stress Artery Occlusion (SACOL).

Results: Our results suggest that the traditional reversal effects found with message framing studies are attenuated. In the gain frame the conventional pattern of results was observed regardless of the vaccine type, though there was a trend towards increased gambling with the traditional vaccine. In the loss frame reversal effects (preference for risky choice) were depressed. We examined the role of feeling state on choice behaviour using logistic regression.

In search of a national character (of the English)

R. VAN KEMENADE, University of Huddersfield.

There is a distinct lack of discussion and a scarcity of scholarly work in the field of Social Psychology associated with problems of nationalism and national identity (commented on by Reicher & Hopkins, 2001). Indeed, if mentioned at all, the nation is regarded as merely related to healthcare (Gaskell et al., 1997). There have been no studies specifically examining the role of feelings in framing decisions, or decisions about biotechnology. This paper aims to use Theme to identify how audiences respond to stand-up comedians, and in what ways comedians succeed in eliciting laughter.

Method: The current series of studies examined the role of feelings in framing decisions about genetically modified (GM) medicines in two ways. Firstly, the classic ‘Asian disease problem’ vignettes (Tversky & Kahneman, 1981) were manipulated to introduce specific information about the type of intervention on offer (traditional vs GM vaccine). Secondly, we examined the influence of general feeling state on decision making as measured by the Nottingham Stress Artery Occlusion (SACOL).

Results: Our results suggest that the traditional reversal effects found with message framing studies are attenuated. In the gain frame the conventional pattern of results was observed regardless of the vaccine type, though there was a trend towards increased gambling with the traditional vaccine. In the loss frame reversal effects (preference for risky choice) were depressed. We examined the role of feeling state on choice behaviour using logistic regression.

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This study analysed 32 audio-visually recorded interactions between seven psychiatrists and 32 patients with schizophrenia, examining how voice hearers with schizophrenia make of the voices they hear. The study aimed to understand the content of their psychotic experience.

Applying the phenomenology of the lifeworld in social psychological research

P.D. ASHWORTH, Sheffield Hallam University.

Edmund Husserl's concern for the lifeworld was the most intriguing late development in the work of the founder of modern phenomenology. Possibly responding to certain of Heidegger's criticisms, Husserl turned to a highly unusual and unsurmountable immersion of the human being in the lifeworld (so that even phenomenological activity is not comprehensible to the psychological realm, this symposium is intended to convincingly illustrate the value for social psychology of analysis in terms of the research participant's lifeworld. It will be argued that the meaning of a situation for a person is to be understood in terms of an irreducible set of parameters (so to speak) of the lifeworld. The empirical studies of the symposium will illustrate the importance of acknowledging these features and investigating them.

In the first paper, Ashworth discusses the notion of lifeworld within phenomenology, treating each of the major parameters. He also discusses the relationship between the phenomenology of the lifeworld and the social psychology of a particular lifeworld. In a second paper, Finlay introduces the case of a particular multiple sclerosis sufferer, drawing out the threat to the lifeworld which the diagnosis here. The value of this activity in such a case study suggests that qualitative research in general would benefit from the use of this orientation.

Finally, Freewood et al. bring the lifeworld perspective to bear on the study of student plagiarism. Particular value is the case in which concern with the lifeworld enables the researcher to suspend their preoccupation with the activity as a misdemeanour, and to discover the meaning for the person of the activity. In particular, Freewood notes that there is not a single phenomenon here: plagiarism of text and plagiarism of idea are distinct and have distinct meanings for the person of the activity. In this case study suggests that qualitative research in general would benefit from the use of this orientation.
Development in the work of the founder of phenomenology. Previously Husserl had argued that the phenomenology - that is, things just as they appear in conscious awareness - required the phenomenologist to set aside everyday, practical concerns with which the thing itself was entangled. He did, however, intend further, that phenomenological reflection would allow the description to pass beyond particular phenomena to understand the general phenomenon of the kind under investigation. For example, from reflection on the experience of anger the essence of its concept could be derived. Possibly; responding to Heidegger’s (1889–1976) criticism, Husserl took up at a very late stage the idea of the immersion of the human being in the lifeworld. Thus, for Husserl, existentialism was still somehow involved, the introduction of the idea of the lifeworld is part of the meaning of the shift to existential phenomenology. In this paper, the history of the idea of the lifeworld is reviewed, and moving from the philosophical to the psychological realm, it is argued that every lifeworld whatsoever entails certain paradigmatic features, so to speak. In particular, the following parameters deserve attention (of course, each is complex, and requires detailed conceptual work itself): Embodiment; Temporality; Spatiality; Identity; Sociality; Project; Discourse. This paper the relationship between the phenomenology of the lifeworld as such and the social psychology of a particular lifeworld.

Learning to live with an alien: The lifeworldly experience of multiple sclerosis

L. FINLAY, Open University.

With a successful marriage, two lovely, small daughters and a new house, Ann feels that she has everything she had worked towards all her life. Then her world crumbles as she learns she has multiple sclerosis (MS). Her sense of self and her relationships with others is threatened and the world, as she knows it, both changes and is out of her control. The unity between her and her environment is disrupted and can no longer be taken for granted. Her sense of bodily alienation is pronounced as she objectifies her own body and subjectively senses a kind of alien inhabitation. A profound and radical loss of possibility and certainty permeates every moment contaminating her self-other relations and jeopardising her life plans and projects. Yet, in the course of a remission, she is gradually learning to incorporate her arm back into herself. She begins to develop a relationship with her new, unpredictable world and uncertain future. Using the above ongoing case study research, this paper seeks to explore something of the life world and lifeworldly experience of diagnosed multiple sclerosis. An existential phenomenological approach is utilised drawing on the work of Heidegger (1927), Sartre (1958 translation) and Merleau-Ponty (1962 translation). Analysis reveals how Ann’s experience of embodiment is inter-mediated by a liberating sense of identity, project, intersubjectivity, temporality and spatiality.

Self, setting and drug: An insight from the life-world of ecstasy users

S. CHAPPLE, University of Shefffield.

This paper explores the influence of drug, self and setting on the ecstasy experience by taking as its focus the lived experiences of ecstasy users. Data were gathered by in-depth interviews with eight female participants aged between 21 and 31 years. Existential phenomenological analysis of the lifeworldly experience of the participants and elucidating the meanings they ascribed to their experiences – led to the following conclusions. The women believed that certain factors were crucial to their enjoyment of the ecstasy experience; being in the right context with the right people, and having the ‘right frame of reference’. These factors were the key to having an enhanced awareness or apprehension whilst on ecstasy they actively employed methods (such as mind over matter or chatting to others) to delineate such feelings and replace them with comfort, thus achieving the optimal experience. The findings suggest that our understanding of the experience of ecstasy would be better viewed as one of embodiment, where drug, self and context interact to influence how the high will be experienced. Such an understanding of the relationship between ecstasy, self, and context of use can usefully inform health promotion, particularly stigmas aimed at reducing harm encountered from ecstasy use.

The student lifeworld and the meanings of plagiarism

M. FINLAY, R. MACDONALD & P.D. ASHWORTH, Sheffield Hallam University.

Where in the student lifeworld are we to locate plagiarism? In earlier work (Ashworth et al., 1997), we focused on students’ views about plagiarism, for cheating or rejecting it. The focus is on such matters as friendship, interpersonal trust and prioritising certain core areas of the course (the lifeworldly meaning, project and identity are therefore important). The current study focused specifically on plagiarism, and carried in-depth interviews with 12 undergraduates studying on a variety of degree courses. In general students viewed the plagiarism of text from published sources to be wrong and, if inadvertent, largely synonymous with bad referencing practice. Yet there was also a belief that one’s identity as a scholar entailed the acquisition of a body of knowledge and the justifiable verbatim plagiarism of text. It related to some students’ personal project of becoming a member of a certain intellectual group. In contrast, some students regarded plagiarism as referring to the reproduction of others’ ideas without acknowledgement. There was a profound fear that it could lead to isolation as their identity-project as creative thinkers clashed with the horror that others might accuse them of plagiarising.

Symposium: To have is to be: The social psychology of material goods and identity

Convenor: H. DITTMAR, University of Sussex.

The study of having and buying material goods is a proper topic for social psychology. Not only do these activities constitute a significant part of everyday life, there are good reasons for proposing that they are increasingly accomplished through consumption: to have is to be. Developments in ‘modern’ consumer society imply that the role of personal disposables and income and spending is contagious. To spend more and spend more easily of their current and future earnings on consumption goods is a process that takes a cross-cultural perspective and analyses whether identity-related symbolic meanings of material possessions are valued more strongly for identity-construction and self-discrepancies are proposed to predict identity-related buying. In other words, the possession of material goods is increasingly important as identity-related symbolic meanings. This symposium examines links between material possessions and self-concept. Students from four cultures – the US and the UK which are relatively individualist, and Greece and Hong Kong which are collectivist – were used to address the questions of whether material possessions are valued more strongly as expressions of a person’s relational self in more individualist cultures, and more strongly as expressions of a person’s relational self in more collectivist cultures. The role of gender is also examined as an influence on these relationships. The findings demonstrate that the symbolic meanings of material possessions serve identity-expression functions.

Shopping for identity: The symbolic value of branded consumer goods

N. ANDERSON & H. DITTMAR, University of Sussex.

A study was undertaken to explore the symbolic meanings of branded consumer goods in particular reference to the self - both from the owner’s perspective and from the viewpoint of others. 20 participants (10 teenage and 10 adult) photographed six of their material possessions that they thought ‘said something about them’. Semi-structured interviews were conducted with participants and thematic analysis was used to uncover the symbolic nature of their chosen possessions and the inferences they made about others through their symbolic use. Although the majority of possessions chosen were branded (particularly for teenagers), participants, on the whole, did not talk about the brand as symbolically significant. Objects were presented as meaningful at the product, rather than category or brand, level (e.g. ‘jeans’ rather than ‘Levi’s’). It was found that there were significant and age differences, with both teenage and male participants presenting their possessions as reflecting identity through symbolic use whilst female participants stressed the symbolic significance of their possessions. It was found that participants made and disclose two concurrent and yet contradictory symbolic ‘stories’ – a public, shared and socially agreed upon meaning (often negative) and a private (much more objective and important) meaning. Whilst there was a good degree of agreement about public meanings, the
intensely personal and subjective private meanings were only accessible to the owner of the object themselves (actual self) and how they would like to engage in this behavior. In short, the two factors are directly related to motives of women’s online buying – valuing and buying material goods for identity-enhancement.

Materialistic values and self-discrepancies as predictors of identity-related buying motivations and impulse buying in the UK and Spain

H. DITTMAR, University of Sussex.

This paper tests a two-factor theory of impulse buying that is related to identity concerns (Dittmar, 2000, 2001). This social psychological model accounts for two particular aspects of consumer behaviour as the individual’s attempt to deal with discrepancies between how they see themselves (actual self) and how they would like to be (ideal self) through buying consumer goods that symbolise those ideal dimensions of the self. The model is based on the highly materialist value system, believing that the acquisition of material goods is a central life goal, prime indicator of success, and a key to happiness and self-esteem. The theory postulates that the two factors are self-discrepancies and materialistic values. The former axis is that – for materialistic consumers – self-discrepancies predict (a) the extent to which their buying of particular material goods is motivated by identity-concerns and (b) the relative prevalence of impulse-buying over planned buying. These predictions should hold particularly true for goods that play an identity-construction role. Incidental findings to this research concern findings from the UK with findings from a more collectivist Southern European culture, Spain. Samples were students in both countries (n = 150+ in each country). This allows an assessment of whether the proposed two-factor theory holds across cultures that differ in individualism and collectivism to some extent, as long as they place strong emphasis on consumption as an identity-construction route.

Symposium: Social psychological processes in women’s body image

Convenor: H. DITTMAR, University of Sussex.

Body image and appearance-related concerns are central to female gender identity, and therefore play a strong role in women’s sense of, and evaluation of, themselves. Body image is normative amongst adult women, and concerns with body image are particularly strong during adolescent girls’ development. Social influence research suggests that women’s body image, and there has long been concern with the extremely thin bodies that the media present as the ideal. This belief that the thinness ideal is a sociocultural norm for beauty, and with appearance-related behaviours that may be detrimental to women’s health. Social influences are addressed in this symposium in a number of ways outlined below. While it is, of course, important to demonstrate that these influences can have a negative effect on women’s body esteem, what is of most interest from both a social psychological perspective and a concern with reversing or preventing negative consequences for women is an understanding of the processes by which social influences have an impact on women and adolescent girls. Such an understanding may help identify factors that make girls and women more or less vulnerable to negative body image, and such moderators may facilitate implications for prevention and intervention.

Social psychological processes

A number of the contributions to the symposium examine the impact of exposure to media ideals on body-focused anxiety. Negative effects of the media have already been demonstrated, for example by Dittmar et al (2003). However, the papers presented here go beyond mere demonstration. First, they show that this impact is mediated by self-discrepancies and that women have internalised sociocultural attitudes concerning appearance and thinness – low internalisers do not experience heightened body-focused anxiety in response to thin models, while high internalisers. Second, attractive female models whose body size is the UK average (size 14) do not lower women’s body image, but this may only be the case for adult women and not for adolescent girls. The response to average-size models seems to depend therefore on age group. Furthermore, responses to average-size models also depend on whether women work in social environments that emphasise or ignore beauty norms or not. Adolescent girls face a particularly difficult time: as they move during adolescence, they feel increasingly concerned by their bodies. The papers in the symposium address this group. Of one group they demonstrate a link between body-dissatisfaction and general self-esteem, and that an aerobic dance programme – which can be shown to protect women against unhealthy strategies of appearance management.

Does size matter? The impact of model’s body size on women’s body-focused anxiety and advertising effectiveness

E. M. WIDDOWELL & H. DITTMAR, University of Sussex.

An increasing number of studies show that exposure to thin ideal bodies in the media has negative effects on young women’s body image, at least short-term. How strong is this effect? This means has: (a) consistently confounded the effects of thinness and attractiveness; and (b) not investigated the potential use of alternative images in advertising that do not decrease women’s body esteem. This experimental study combines three types of female models, average-size models, or models – in terms of their impact on adult women’s body-focused anxiety, and advertising effectiveness. The models in the average-size condition were created by ‘stretching’ the thin models to the proportions of a UK size 14 adult woman (using the graphics package Adobe Photoshop), and were perceived to be equally attractive. The study was administered as an on-line survey, under the cover story of ‘Consumer preferences’, which women participated randomly to one of the three image conditions. The final sample consisted of 203 participants. As expected, exposure to thinner female models resulted in greater body-focused anxiety amongst women who internalise the sociocultural appearance norms than exposure to attractive models or adverts showing no models (landscapes). Yet, all types of adverts were equally effective, regardless of model’s size. This implies that advertisers can successfully use larger, but attractive models, which would avoid increasing body-focused anxiety in a large proportion of women.

Professional hazards? The impact of model’s body size on women’s body-focused anxiety and advertising effectiveness in professions that do and do not highlight appearance

H. DITTMAR & S. HOWARD, University of Sussex.

A previous experiment by Halliwell & Dittmar demonstrated that exposure to thin models results in greater body-focused anxiety amongst women who internalise the sociocultural appearance norms, compared to exposure to average-size models or no models, while all adverts were perceived as equally effective. Thus, the present study explored whether models in advertising appears to present negative effects on women’s body image. The current study aims to: (a) increase confidence in these findings by replicating this experiment, using questionnaires instead of online administration; and (b) to
examines systematic differences between groups of adult women, whose work environment either emphasizes pressures concerning women’s appearance and thinness or unrelated values: women employees in fashion advertising (n = 75) are compared with women teachers in secondary education (n = 72). The study examines the impact of three types of adverts – featuring thin models, average-size models, or no models – on body dissatisfaction and psychological distress. Effectiveness was significantly higher for the thin model, whereas women in working with advertisers. This suggests that women in less stressful environments experience no such relief.

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However, an important difference emerged in the responses to the average-size models. Teachers exposed to no-model, control images reported significantly more body-focused anxiety than women exposed to average-size models, while there was no difference for the fashion models. This suggests that women in less appearance-focused environments experience an increase in body dissatisfaction and self-esteem when exposed to average-size models, whereas women in working environments that stress appearance-related pressures experience no such relief.

**The moderating effect of age on the impact of the thin ideal among adolescent girls: An experimental investigation and examination of mediating mechanisms**

D. CLAY, University of Sussex.

A large number of studies show that exposure to the thin ideal, as presented by the media, leads to body dissatisfaction and low self-esteem among women; however, this research has not been extended to adolescent females. This study examined the impact of thin ideals as presented in magazines on girls aged 11 to 16 years of age and found that age moderated the effects; those aged 13 to 14 years reported a greater focus on others, rather than on the thin ideal, as presented by the media.

Moreover, a negative relationship between age, body dissatisfaction, and self-esteem was found with internalisation of the thin ideal serving as a mediating mechanism. The results support calls for early educational interventions to aid adolescent girls in deconstructing advertising, media images and the thin body as an ideal.

**Appearance-related negative health behaviours and identity motives**

V.L. VIGNOLES & C. DEAS, University of Sussex.

Body image concerns are manifest in various appearance-related negative health behaviours (ARHBs), including disordered eating, excessive tanning, excessive make-up and cosmetic surgery (Leary, Tchividjian & Kraoberger, 1994). This study considers psychological factors underlying these behaviours by studying their relation to identity motives for self-esteem, efficacy, continuity, distinctiveness, and meaningfulness (Baumeister, 1991; Breakwell, 1993; Brewr, 1991; Hogg, 2000; Leary & Baumeister, 2000). Sixty young adult women completed a questionnaire assessing identity motivation and endorsement of the above ARHBs. Multilevel regression models of the relative perceived centrality of each component of identity content (Vignoles, Chryssochou and Breakwell, in press) showed enhancement of self-esteem, efficacy, continuity, belonging and meaningfulness, but not distinctiveness, among this sample. Endorsement of ARHBs was associated with less identity enhancement, especially with regard to efficacy. Adolescents endorsed ARHBs to a greater extent than adults, while adults endorsed ARHBs to a lesser extent than adolescents.

One interpretation is that a greater focus on others, rather than on the individual self, leads women to engage in unhealthy strategies of appearance management.

**The effectiveness of a six-week aerobic intervention on body dissatisfaction among adolescent females: 13-14 years**

G. LIGGETT, L. BURWITZ & S. GROGAN, Manchester Metropolitan University.

Despite the interest in managing and preventing body image dissatisfaction in recent years (Grogan, 1999), no studies have examined the effects of physical activity or sports participation on body image dissatisfaction and psychological self-perceptions. The purpose of this study was to investigate the effects of a six-week aerobic dance intervention on body image dissatisfaction and psychological self-perceptions in female adolescents. Fifty British schoolgirls aged 13 to 14 years were recruited from a Specialist Sports College to participate in this study. Having already identified and measured body image dissatisfaction and physical self-perceptions from a previous study, the same individuals were selected to participate in this investigation. The participants were either assigned to a PE only group (n = 25) or an aerobic only group (n = 25). The Body Attitudes Questionnaire (Ben-Tovim & Whitehead, 1995) and the Children and Youth Physical Self-Perception Profile (Whitehead, 1995) were administered, pre- and post-test, to the participants before and after the six-week intervention. Time x group (2 x 2) repeated measures MANOVAs were conducted to examine changes in body attitudes and physical self-perceptions. Results indicated that aerobic dance interventions are significantly more beneficial for the body attitudes revealed no significant effects for group or time. However, there was a significant interaction effect for aerobic dance (F = 5.37, p < 0.05). A MANOVA conducted on the physical self-perceptions revealed significant group (F = 6.30, p < 0.05) and time (F = 36.05, p < 0.001) main effects and time by group interaction (F = 4.45, p < 0.001). Subsequent analyses revealed that body attitudes and physical self-esteem were significantly improved for the aerobics group, but not for the PE group. The results of this study reveal that participation in six weeks of aerobic dance significantly reduced body image dissatisfaction and enhanced physical self-perceptions. These findings clearly highlight the debate regarding the role of physical activity for body image dissatisfaction among female adolescents. If the main objectives for educational practitioners are to promote healthy lifestyles and positive psychological health in children/adolescents, then aerobic dance may be an effective activity to meet these aims in females who may be at risk of developing negative body image changes and lifetime cessation from physical activity.

**Symposium: Exploring the boundaries of IPA: The relevance of discourse**

Convenor: B. DUNCAN, Glasgow Caledonian University.

**Rationale:** Interpretative Phenomenological Analysis (IPA) is a relatively new approach that is increasingly being used by qualitative psychologists. IPA is phenomenological; its focus is the individual’s perception or account of an event or state. It is interpretative because it recognises that capturing the lived experience of the participant can only be achieved through a process of interpretative engagement by the researcher in the research text. Finally, IPA adopts a critical realist ontology – it assumes that some understanding about underlying cognitions can be gained via the analytic process. However, while the increasing popularity of IPA is evidenced by the burgeoning body of published papers which utilise it, there has been relatively little discussion of the literature which critically evaluates IPA and explores possible links between IPA and discursive approaches.

**Aim:** This symposium will consider the potential dialogue between IPA and discursive approaches. It proposes that consideration of such a dialogue facilitates evaluation and discussion of the theoretical assumptions of IPA and its role within the wider epistemological and methodological debates that characterise qualitative social psychology.

**Overview:** Sally Johnson describes a study which utilised both IPA and discourse analysis to explore the meaning of body changes in mothers-to-be. She discusses the advantages to be gained in understanding both the lived experiences of the participants and the manner in which this experience is constructed and considers the epistemological links that are possible between these particular phenomenological and discursive approaches. Rose Capdevila and Kevin Buchanan explore the links between the findings of an IPA study and consideration of the wider methodological debates. Specifically, they consider the process by which the women’s experiences of political participation via their relationships with ‘legitimate’ political actors (husbands, brothers, etc.) led to a wider consideration of constructions of legitimacy in the disciplinary debates around research.

Simone Watts discusses the philosophy of phenomenology, relates this to the notion of discourse and critically evaluates the ‘phenomenological’ aspect of IPA. Barbara Duncan and Paul Flowers consider the links between epistemology and reflexivity in relation to an IPA study that explored the possible psychosocial impact for women during a new screening programme. They describe the reflexive processes which led to the conclusion that, for some research questions, experiential phenomenology may be more appropriate to understand the complexity of the lived, yet situated, experience of the individual. Further, they argue that, while the ‘interpretative’ component of IPA renders it explicitly reflexive, this component currently tends to be under-utilised and under-theorised. Thus, while the participants are disparate in their ontological positions and their research interests, their common focus is to explore the pragmatic and theoretical issues associated with IPA, to link this to a wider consideration of methodological flexibility and to revisit the debate between the seemingly dichotomous perspectives of phenomenology and discourse.

**Reflexivity, experiential phenomenology and discourse analysis:** Some reflections on IPA

B. DUNCAN & P. FLOWERS, Glasgow Caledonian University.

The aim of this paper is to critically evaluate the role of reflexivity in the analysis of a qualitative study of the potential psychosocial impact for women of the proposed UK chlamydia screening programme. Seventeen women, with a recent diagnosis of Chlamydia, were recruited from sexual health clinics in Glasgow to participate in individual interviews. Data was analysed using Interpretative Phenomenological Analysis (IPA). This paper discusses the limitations of primarily experientially focussed phenomenological analysis and highlights the importance of attending to the role of ‘interpretation’ within IPA. It argues that, while the ‘interpretative’ component in the theory renders IPA as explicitly reflexive, this component tends to be under-utilised and under-theorised. The final analysis, employed within this study used IPA but situated a Foucauldian discourse analysis within the interpretative component of IPA. This decision was driven by a number of interrelated factors: apparent contradictions in the data, the ideological position of the target audience, and the specific nature of the research topic. Thus the paper considers the links between epistemology and reflexivity and suggests a need for some research questions, experiential phenomenology is insufficient to understand the complexity of the lived, yet situated, experience of the individual. Researchers employing IPA are encouraged to think of their ‘interpretative’ role very broadly.
For practical purposes: Making links between IPA and DA

S. JOHNSON, University College Northampton.

In this paper I will discuss possibilities for using both interpretative phenomenological analysis (IPA) and discourse analysis (DA) within a research project. While potential links between IPA and DA have been suggested, to date, we have attempted to forge such links. I will outline how I adopted aspects of both these approaches in a research project, which aimed to explore the meaning that third and fourth age mothers-to-be attach to their experience of becoming a grandmother. This was achieved by drawing upon pragmatic theory and epistemological links between the two perspectives. Pragmatic theory provides a rationale for combining different approaches. The choice of approach is based upon the goals of the research. In the example to be discussed this was to understand lived experience as well as how experience is constructed. It has been argued that IPA is capable of answering in-depth questions about lived experience because of its focus on individual perceptions, whereas DA, specifically a Foucauldian approach, makes it possible to address questions about how experiences are constructed and examine wider systems of meanings and power relations. Drawing on concepts and methods of each approach made epistemological links possible. Therefore I will argue that abandoning the strict contrasts and contradictions usually drawn between these two approaches makes it possible to build explanatory frameworks, which utilise the strengths and address some of the weaknesses of each.

Legitimating marginality: Methodology and the mainstream

R. CAPEDEVILA & K. BUCHANAN, University College, Northampton.

This paper aims to explore disciplinary debates around methodological legitimacy. In order to address this question we draw on empirical research which focussed on women’s accounts and experiences of political or policy participation now and in the past. Women’s relationship to formal politics has rarely been experienced as equivalent to men’s, nor has it often included the same legitimate access to all levels of participation. One of the dominant themes in the interviews we conducted was the recurrent use of relationship terms (‘legitimate’ actors, friends, husbands, fathers, brothers, or others, to explain women’s own involvement. This strategy however has implications for future participation. In this paper we will briefly introduce Foucault’s work on power and subjectivity, for some analytical methods, relationships with ‘legitimate’ methodologies have been used to justify inclusion in research that is accessible to social psychologists. Specifically, we will argue, some theoretical efforts have gone into presenting IPA as useful in its ability to engage in dialogue with both ‘marginal’ discourse and ‘legitimate’ social-cognitive perspectives. This paper aims to explore these constructions of legitimacy in the disciplinary debates around research.

Phenomenology as phenomenon and method

S. WATTS, University College Northampton.

Western metaphysics tends to treat appearance and reality as radical alternatives. Often phenomenology is then equated with our ‘inner’ experiences of objects and events (i.e. how they “appear” to us) rather than with the pursuit of objects and events as they are in themselves (i.e. how they ‘really’ exist in an objective sense). Following Heidegger, this paper will question this dichotomous equation. Phenomenology, we will suggest, is a method that is profoundly concerned with revealing what is in themselves. This only becomes fully apparent, however, when we recognise that ‘things’ are only ever revealed in relation to human beings. Reality is an affordance of both objects and subjects. Reality is defined by appearance. Any phenomenological study can duly be used to reveal psychologically important aspects of objects (or (the processes of ‘reflection’) to tell us something about the subjective orientation or positioning of human beings. Both emphases will be considered in relation to the pragmatic method in order to introduce the qualitative method known as interpretative phenomenological analysis

Symposium: Empirical studies in the social psychology of gambling

Convenor: M. GRIFFITHS, Nottingham Trent University.

Recent research has highlighted that around three quarters of the population (72 per cent) have gambled at one stage and that just under one per cent of the UK population are problem gamblers (National Centre for Social Research, 1999). Problem gambling is a serious disorder and can have many negative consequences. Furthermore, recent methodological and conceptual problems that have been presented, Mark Griffiths will pull together these three studies and put them into the larger context of gambling research. He will examine some of the major challenges in the area and examine some of the major recent theoretical and conceptual problems that researchers face in this area.

Video game playing and gambling in adolescents: Common risk factors

R. WOOD & M. GRIFFITHS, Nottingham Trent University.

Video games and gambling often contain very similar elements with both providing intermittent rewards and elements of randomness. Furthermore, at the computational and behavioral level, slot machine gambling, video lottery terminal (VLT) gambling and video game playing share many similarities. Despite the similarities between video game playing and gambling there have been very few studies that have specifically examined video game playing in relation to gambling. This study inquired about the nature of adolescent video game playing, gambling activities, and associated factors. A questionnaire was completed by 996 (549 females, 441 males, six unspecified) participants from grades seven to 11, who ranged from 10- to 17-years-old. Overall, the results of the study found a clear relationship between video game playing and gambling in adolescents.

As well, problem gamblers were significantly more likely than non-problem gamblers or non-gamblers to spend significant amounts of time playing video games. Problem gamblers were significantly more likely than non-problem gamblers or non-gamblers to rate themselves as very good or excellent video game players. Furthermore, problem gamblers were significantly more likely to report that they found video games to be somewhat or extremely exciting. They were also more likely to report video games to be somewhat or extremely relaxing. Problem gamblers were significantly more likely than non-problem gamblers to rate video games as somewhat or extremely relaxing.

Personality traits in pathological gambling: Sensation seeking, Deferment of Gratification and Competitive as risk factors

A. PARKE, P. IRWING & M. GRIFFITHS, Nottingham Trent University.

The purpose of this study was to initiate development of a personality trait prediction model for pathological gambling by assessing predicating values of three personality traits: Sensation seeking, Deferment of Gratification and Competitive. A sample of 114 of both men and women was randomly selected from a population of ‘people who gamble’ to participate in the study. A questionnaire was administered that included the Sensation seeking scale (Zuckerman, 1984), the Deferment of Gratification scale (Ray & Najman, 1986) and a Competitiveness scale constructed by the authors. The results demonstrated that the scales had shown to have internal reliability and construct validity and including both internal and external competitiveness. The results showed that Competitive had a strong positive predictive value for pathological gambling and that Deferment of Gratification had a moderate strength positive predictive value. Sensation seeking as a positive, statistically significant predictor of pathological gambling was not supported, and the predictive value of Competitive traits indicated that the Competitiveness and Deferment of Gratification traits appear to be fundamental when considering a trait prediction model for pathological gambling. Limitations of the research design are also outlined and the ‘practical’ value of the findings are conveyed. The paper concludes by acknowledging problems in constructing a personality trait prediction model for pathological gambling.
future research are discussed.

Empirical gambling research: Some problems in the field
M. GRIFFITHS, Nottingham Trent University.

Evaluation of the psychological literature on gambling cannot be attempted without taking into account the many problems (definitional, methodological) that characterise the area. This paper outlines many of these problems. It is noted that: (1) gambling is multi-faceted and is a complex phenomenon; (2) problem gambling is also multi-faceted; (3) gambling is one of any number of behaviours that a person may engage in concurrently; (4) decision-making may produce very different findings in motivation to gamble; (5) gambling – like most other behaviours – has determined research into gambling, but problematic gambling suffers from the fact that there are so many different screening instruments (SOGS, DSM, ICD-10, GA 20 Questions); (7) gambling behaviour has a temporal dimension and is therefore not fixed or static; and (8) almost every branch of psychology has a perspective (e.g. psychobiological, cognitive, behavioural, psychodynamic, psychosexual, personality) has a perspective which tends to narrow the focus of gambling research, thus impeding the conceptualisation and treatment of this problem.

The rapid progress made in identifying isolated genes associated with more common, potentially preventable, diseases, means the lives of many more individuals are likely to be affected by possibility of predictive genetic testing. As psychology attempts to keep pace with advances in the scientific project, a growing body of research is emerging that suggests a ‘genetic view’ of ourselves raises social questions that are beyond the confines of the clinical context, challenging the way we think about ourselves, otherness, relationships and family. Initially the potential benefits of genetic testing for conditions such as heart disease, and complex behaviours such as smoking were largely envisaged as providing a motivating force for behavioural change. However, psychological research suggests people’s reactions are more complex, informing people of their genetic susceptibility to disease may not engender feelings of empowerment, or reassurance. Rather than promoting change, such information may result in a lack of efficacy and fatalism. The work in this symposium is designed to investigate these questions, addressing people’s understanding of genetic risk assessment and the impact of this choice on perceptions of control over health, perceived risk of disease and behaviour change. The questions addressed are the role of perceived risk and self-efficacy in people’s decision whether or not to seek to testing, the impact of genetic testing on perceived behavioural control and risk reducing behaviours, and the impact of genetic testing on the perceived controllingness of disease and efficacy of intervention strategies. All of these questions are the focus of the symposium to integrate different theoretical frameworks and methodologies, to provide a clearer understanding of the psychosocial consequences associated with this procedure, and provide a forum to discuss how social psychology can best serve the needs of people facing this decision.

Intention to undertake genetic testing: The relationship between risk and self-efficacy
J. HENDY, E. LYONS & G. BBREAKWELL, University of Surrey.

The anticipated decrease in the availability of predictive genetic testing highlights the importance of understanding factors involved in the decision to seek testing. This study examines the relationship between perceptions of risk, self-efficacy and health outcomes. Measures design, perceived risk of arthritis, and arthritis specific and general self-efficacy were assessed, before and after the administration of information on the implications of perceptions of efficacy. Three-hundred participants were randomly assigned to one of four groups. The first group was given information on arthritis: the first group received general information; the second group was presented with information claiming that arthritis was genetically determined and controllable; and the third group received information on arthritis as genetically determined, with no reference to controllability. The intervention involved perceptions of arthritis risk in all four groups. Specific efficacy was increased in group 3 and decreased in group 2. General self-efficacy was decreased in both groups 2 and 4. The intention to undergo genetic testing was associated with perceptions of high not low risk, and specific efficacy not general efficacy. Those between high risk and specific efficacy was negative, suggesting that for people at high risk of a disease, who feel in control of potential symptoms, genetic testing is unattractive. These findings suggest that the labelling of a disease as genetic erodes perceptions of specific and general self-efficacy, with the availability of genetic testing leading to fatalistic thinking.

The impact of learning of a genetic vulnerability to nicotine addiction upon perceived behavioural control
A. WRIGHT, J. WEINMAN & T. MARTEAU, GKT Schools of Medicine, London.

Evidence suggests that learning one is genetically at risk of a health problem may adversely influence perceived behavioural control for preventing the disorder and so on risk-reducing behaviour. However, perceived behavioural control has been conceptualised in different ways in these genetic studies. This analogue study examines whether the impact of learning of a genetic vulnerability to nicotine addiction varies with different components of perceived behavioural control. One-hundred-and-forty smokers responded to one of two vignettes that described receiving either gene negative or gene positive results for a genetic vulnerability to nicotine addiction. Dependent variables were perceived control, perceived confidence in ability to stop smoking. After controlling for level of nicotine addiction, there were no significant differences between gene positive and gene negative participants in terms of perceived confidence or perceived difficulty of stopping smoking. However, gene positive participants had significantly lower perceived control over quitting (adjusted mean = 3.72) than gene negative participants (adjusted mean = 4.41). These results suggest that the impact of learning of a genetic vulnerability to nicotine addiction differs for the various components of perceived behavioural control. Some evidence suggests that perceived control is less a matter of intentions and behaviour than perceived difficulty or perceived confidence. Therefore, genetic testing, which may influence perceived confidence control, may not adversely impact on related constructs which are better predictors of behaviour change. Future studies should explore the impact of genetic testing on different components of perceived behavioural control and the relationship of any changes in the components to risk-reducing behaviour change.

Why do negative genetic predictive test results sometimes fail to reassure?
J.A. SMITH, S. MICHIE, V. SENIOR & T. MARTEAU, Birbeck College, University of London.

A proportion of those receiving negative results following predictive genetic testing desire future clinical screening, despite it being experienced as aversive by the individual and clinically unnecessary by health professionals. This study investigates perceptions of risk, illness and tests amongst those receiving negative results following predictive genetic testing. Semi-structured interviews with nine people receiving negative genetic test results for Familial Adenomatous Polyposis (FAP), an inherited form of cancer, were analysed using Interpretive Phenomenological Analysis (IPA). Those not reassured by negative genetic test results perceived a combat with their diagnoses and their children. Although the condition was perceived to be genetic, there was a tendency for genetic status to be seen as transient such that a negative result today held no risk for the future. The condition was seen as caused by other factors in addition to genes, so that information about this would not be reassuring. There was also a lack of conviction in the ability of a genetic test, involving a blood sample, to predict a disease located in the bowels. Thus, individuals who receive negative results are not reassured because of their perceptions of the cause of the disease and the tests they undergo. It may be that discussing people’s perceptions prior to testing may enable those receiving negative results to be more reassured about their low risk.

The drugs do work: Influence of genetic testing for an inherited risk of heart disease on attributions and perceptions of effective treatments
V. SENIOR & T. MARTEAU on behalf of the Genetic Risk Assessment for FH Trial (GRAFT) Study Group.

Aim: To describe perceptions of Familial Hypercholesterolaemia (FH), an inherited predisposition to heart disease, and how genetic testing influences these perceptions.

Methods: 340 families were randomised to one of two groups: (a) Routine clinical diagnosis of FH; or (b) Routine clinical diagnosis of FH plus genetic testing. All families included at least one member with a previous clinical diagnosis of FH. Genetic testing was either successful (gene for FH found) or unsuccessful (gene for FH was not found with current technology). Perceptions of FH and heart disease were assessed at one week and six months after the diagnosis. Risk-reducing behaviour was assessed at six months after the diagnosis.

Results: Compared with unsuccessful genetic testing, successful genetic testing resulted in gene being perceived as an important and controllable factor in controlling cholesterol, a stronger belief in the efficacy of cholesterol-lowering medication, but a weaker belief in the effectiveness of a low fat diet. After controlling for family history, the perception that genes are important in controlling cholesterol was associated with attributing a possible genetic heart attack to genes, perceiving less control over raised cholesterol, and a stronger belief in the efficacy of cholesterol-lowering medication. There was no effect of genetic risk assessment on risk-reducing treatment.

Conclusion: In a previously aware population, successful genetic testing for a treatable disease reinforced the perceptions of patients identified by genes and for which successful intervention strategies are likely to be biological rather than behavioural.

Theory in phenomenological psychology
Convened by D. LANGDRIDGE & T. BUTT.

This symposium will provide an introduction to phenomenology, and will assume no prior knowledge of it. The contributors will consider different aspects of this frequently misunderstood approach to the person and the social world. It is hoped that this will understand the differences between a phenomenological approach and the other two main paradigms in social psychology: cognitivism and discursive psychology. Phenomenology is a philosophical movement that is normally seen as originating with the work of

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Edmund Husserl in the early 20th century. It focuses on phenomena, the way the world appears to people, and methods of achieving phenomenological seeing, an alternative construction to what he termed the natural attitude. This was the taken for granted way of perceiving that carries with it cultural prejudices that predispose us to seeing things in a particular perspective. In modern society, the natural attitude is juxtaposed with the doctrine of Cartesian dualism that separates subject from object. This separation of subject and object has profound implications for many sciences, more so than psychology. Husserl hoped that phenomenology would become the basis of all scientific inquiry, arguing that the way the world appears to people is the key to scientific explanations. The generation of phenomenologists that followed Husserl (for example, Merleau Ponty and Heidegger) are referred to as existential phenomenologists. In their different ways, they each emphasised our embodied condition. This hyphenated phrase underlines that the person should not be conceived as a body containing a mind, but as a body-subject situated in a social world. This was seen by the existentialists as a necessary corrective to what they saw as Husserl’s drift into idealism. The status of being-in-the-world emphasised that all perceptions and constructions are ultimately from a particular perspective in time and space. It is never possible to distil once-and-for-all truths and essences from individual’s constructions. Heidegger’s phenomenology drew on the older tradition of hermeneutics, the practice of interpreting texts. Merleau Ponty argued for a third phase of hermeneutic phenomenology that paid particular attention to the role of language in human experience. From a phenomenological perspective, the problem with cognitive social psychology is that it assumes the existence of disembodied cognitions – attitudes, beliefs and schemata – that mediate the individual’s perception and construction of a social world. Discursive psychology does not subscribe to Cartesian dualism; it deals with the analysis of texts (Ashworth, 2000), not focusing on the way people struggle to communicate their lived experience through language.

Practical and discursive consciousness

T. BUTT, University of Huddersfield.

Recently, academic psychology has seen a return to the study of consciousness. This represents a return to phenomenological realism that continues to haunt cognitive social approaches to the person. Ryle’s ghost has returned to take possession of the question of consciousness. Ego signals frequently from the body it controls in order to try to communicate its thoughts and feelings to others. For the discursive psychologists on the other hand, it only refers to linguistic constructions. In this paper, I outline Merleau Ponty’s understanding of consciousness. For him, consciousness is primarily a pre-reflective practical affair; a matter of ‘I can’ rather than ‘I think’. Discursive resources may then be drawn upon to reflect on our engagement with the world. The implications of this approach for an understanding of the person’s experience in the social world are then elaborated.

Phenomenological method in psychological research: The epimene

M. BEVAN, University of Leeds.

Phenomenology has, over the last 30 years, been propelled from a theoretical method of inquiry in psychology. However, phenomenological method is not clearly defined and often obscured by it’s own jargon. One such area of confusion is the distinction between phenomenological method and phenomenological method. This session is an introduction to an essential component of phenomenological methods, the so-called ‘problem and hope’ method. Much of his development of phenomenology refining the approach of the epimene in order for the examinee to explore phenomenon as they present themselves without the clutter of everyday beliefs. The epimene plays a crucial role in the exploration of phenomena but is often dealt with in a cursory manner with such statements as ‘it is suspended and appears easier said than done particularly to the novice phenomenologist often leading to methodological inaccuracy. In order to gain an understanding of the ‘epimene’ an epoche a review of its position in phenomenology will be undertaken and a demonstration in practice will be provided.

The ‘problem’ and ‘hope’ of phenomenology

L. FINLAY, Open University.

What is phenomenology? This is a question countless philosophers/researchers have been asking striving to define a method. Merleau Ponty (1962) even starts his magnum opus here, recognising how phenomenology remains fundamentally a problem to be solved and a hope to be held. Heidegger attempts to address the question by focusing on three particular moments of phenomenological analysis. Strong with concrete examples from different empirical studies of mine, I interweave a range of theoretical and philosophical ideas. Drawing on two separate papers and subsequent analysis from my case study research on the impact of early stage multiple sclerosis, I show how phenomenology aims to elucidate embodied intersubjective being. Experience cannot be understood as being wholly located ‘within the individual’. Instead, experience is encountered through the interactions of activities and relationships – the lifeworld. Existential dimensions related to the spatial and temporal context are also implicated. A further example taken from research on the world of the ‘therapist’ demonstrates how phenomenology tries to grasp something of (unreflective) lived experience. Taking a three-fold existential-phenomenological approach (Gadamer, 1989 and Heidegger, 1962), I also explore, reflexively, the role of research in this process of ‘simultaneously touched’. The use of ‘hermeneutic reflection’ is understood as the process of continually reflecting upon our interpretations of both our own experiences and participants’ experiences. Our ‘prejudices’ are seen to be both our openness and our closedness to the world. Thus something of the ‘problem’ and ‘hope’ of phenomenology is disclosed.

Discourse and phenomenology: Problems and possibilities

D. LANGDRIDGE, University of Huddersfield.

In recent years we have seen a revolution in social psychology. First, we have seen the turn to language and rise of discursive psychology and construction of a social world. Discursive psychology does not subscribe to Cartesian dualism; it deals with the analysis of texts (Ashworth, 2000), not focusing on the way people struggle to communicate their lived experience through language.

Symposium: Developing guidelines for the supervision of undergraduate qualitative research in psychology

Convenor: A. MADILL, University of Leeds.

As part of the requirements of a British Psychological Society (BPS) accredited degree, all UK graduates in psychology must have demonstrated competence in qualitative research, including successful completion of a major research project. The BPS are currently reviewing their stipulations for accreditation with serious consideration being given to including a requirement for training in qualitative methods. It is, therefore, timely to prepare guidelines for the supervision of qualitative research methods who are conducting research using qualitative methods and that this be developed and disseminated among undergraduates. To provide detailed advice, we consider the aims of qualitative research and the process of conducting research. We will also provide an overview of the various forms of qualitative research. A methods module will be developed that will be disseminated to students. In addition, our recent survey suggests that the implementation of a BPS accredited psychology degree. This symposium presents a Learning and Teaching Support Network-sponsored project which aims to develop guidelines on best practice for use by supervisors of undergraduate Psychology students using qualitative research methods. This project was conducted in consultation with the Qualitative Psychology Group, School of Psychology, University of Leeds. It is anticipated that such guidelines will be informed by research using qualitative methods and that this be developed and disseminated among undergraduates. To provide detailed advice, we consider the aims of qualitative research and the process of conducting research. We will also provide an overview of the various forms of qualitative research. A methods module will be developed that will be disseminated to students. In addition, our recent survey suggests that the implementation of a BPS accredited psychology degree. This symposium presents a Learning and Teaching Support Network-sponsored project which aims to develop guidelines on best practice for use by supervisors of undergraduate Psychology students using qualitative research methods. This project was conducted in consultation with the Qualitative Psychology Group, School of Psychology, University of Leeds. It is anticipated that such guidelines will be informed by research using qualitative methods and that this be developed and disseminated among undergraduates. To provide detailed advice, we consider the aims of qualitative research and the process of conducting research. We will also provide an overview of the various forms of qualitative research. A methods module will be developed that will be disseminated to students. In addition, our recent survey suggests that the implementation of a BPS accredited psychology degree. This symposium presents a Learning and Teaching Support Network-sponsored project which aims to develop guidelines on best practice for use by supervisors of undergraduate Psychology students using qualitative research methods. This project was conducted in consultation with the Qualitative Psychology Group, School of Psychology, University of Leeds. It is anticipated that such guidelines will be informed by research using qualitative methods and that this be developed and disseminated among undergraduates. To provide detailed advice, we consider the aims of qualitative research and the process of conducting research. We will also provide an overview of the various forms of qualitative research. A methods module will be developed that will be disseminated to students. In addition, our recent survey suggests that the implementation of a BPS accredited psychology degree. This symposium presents a Learning and Teaching Support Network-sponsored project which aims to develop guidelines on best practice for use by supervisors of undergraduate Psychology students using qualitative research methods. This project was conducted in consultation with the Qualitative Psychology Group, School of Psychology, University of Leeds. It is anticipated that such guidelines will be informed by research using qualitative methods and that this be developed and disseminated among undergraduates. To provide detailed advice, we consider the aims of qualitative research and the process of conducting research. We will also provide an overview of the various forms of qualitative research. A methods module will be developed that will be disseminated to students. In addition, our recent survey suggests that the implementation of a BPS accredited psychology degree.
conduct projects using qualitative and mixed method approaches. In recent years, the Qualitative Psychology, University of Leeds, has developed guidelines to help students conduct qualitative projects in their final year. But we have worked on this, a number of workshops with the QPAG and other institutions may be different. Indeed, some of us have worked at other institutions and know that the level and quality of advice offered to students doing quantitative projects. A one-day workshop for project supervisors was held in order to identify common issues and effective strategies. An overview of this event will be given. Themes from the analysis of supervisor data will be presented by colleagues working on this. The resultant guidelines will be made available on the internet with an on-line discussion facility to further develop and disseminate good practice and various uses and enhance the student learning experience in this area.

What makes a good undergraduate qualitative project?

R. LAWTON, University of Leeds.

The aim of this research is to develop guidelines for the supervision of undergraduate qualitative research projects in psychology which, in the long run, will improve the quality of such research. In the process of developing guidelines, staff who supervise these projects are in the best position to define the characteristics of a good project, and the skills they expect students undertaking an undergraduate qualitative project to demonstrate. To this end, 50 staff who currently supervise qualitative projects were asked to discuss the question: ‘What makes a good qualitative project?’ In six groups, staff attending the LTSN conference at Leeds University discussed this issue led by a facilitator from the project team. Discussions lasted for approximately 45 minutes and were tape-recorded for later analysis. The general nature of the question posed, and the freedom of participants to interpret the questions as they wished, meant that a wide range of issues were considered. A number of themes emerged from these discussions including: (1) barriers to quality; (2) inappropriate expectations; (3) comparisons with quantitative projects; (4) poor quality; and (5) changing the system. Each of these themes will be explored with a view to understanding the broader system within which good quality qualitative projects are possible. Those characteristics of a qualitative project deemed to be indicators of quality will also be considered.

Which qualitative methods are most appropriate for undergraduate projects and how much data should students collect?

P. STRATTON, University of Leeds.

Our investigations identified more than 10 distinct qualitative methodologies that have been used in student projects. Each is reviewed and the advantages and disadvantages considered. The overview is then directed to the availability of a supervisor who was experienced in the method. Related is the need to provide a sound basis for the methodology in general, and in the student’s chosen method, as qualitative research requires so little space in the undergraduate curriculum. Many departments have recently drawn up guidelines, so the problem of having many more students wanting qualitative projects than experienced staff could supervise, has diminished. But even in a Department like Leeds with six qualitative staff, demand consistently exceeds supply. Issues presented for discussion include: (1) identification of a project that is in line with the overall aims and purpose of the study; (2) the need for an explicit framework; (3) the need for a good description of the population or target group; (4) the need for stated criteria for qualitative data; (5) the need for stated criteria for qualitative generalisability; (6) the need for qualitative projects to require a great deal of time with a consequent that qualitative staff have less time for their own research; (7) the risk that departments restrict students to a single methodology so that staff expertise is assumed, and the expertise of one possible will this tend towards a generation of graduates who only have experience of a limited range of qualitative methods (structured thematic analyses and interpretative phenomenological analysis were suggested as candidates).

What are the key ethical issues generated by undergraduate qualitative research and how can these be addressed?

A. MADILL, University of Leeds.

The aims of the facet of the study presented here were: (1) to identify ethical issues of particular pertinence to undergraduate qualitative research and, if so, (2) how these issues might be addressed. Six focus groups including a total of 50 staff from 36 different institutions were asked to discuss a number of questions regarding their experience of undergraduate qualitative research. Amongst these were asked to consider the ethical issues generated by undergraduate qualitative research. Several key ethical issues were identified and ways of addressing these issues explored. This included: (1) Informed consent: considered to be process which should be reaffirmed by participants at several points in the research process; (2) Student interpersonal skills: particularly when students are interviewing vulnerable participants; (3) Anonymity and confidentiality: can confidentiality ever be promised? How can anonymity best be maintained? (4) Ownership of data: who is the ethical course of action when an interpretative analysis might be offensive to participants? In conclusion, it is hoped that undergraduate research raises several pertinent ethical issues and that appropriate ways of managing these issues would benefit from ongoing discussion.

Symposium: National identity and nationhood: Conflicts, contradictions and synergies

Convenor: D. ROTHI, University of Surrey.

This symposium presents four interwoven research that has explored national identity and nationhood using a variety of theoretical and methodological approaches. National identity and nationhood have been viewed from the viewpoint of individual and social processes of identification, and to explore the impact of these on the identity of the person. The symposium will be an opportunity to discuss the gains that have been made in understanding national identity and nationhood, and to consider the implications of these for future research.

Forms of national identification and the perception of threat from the European Union

D. ROTHI, E. LYON & X. CHRYSSOCOULA, SPERI, University of Surrey.

Identification with one’s citizenry nation was operationalised using two constructs: national attachment and patriotism. The patterns are significant for (i) whether or not the relationship one shares with their nation, and patriotism – the affective support and loyalty that is extended to one’s nation. The aims of this research were to explore how and why national identity and nationhood (in terms of distinctiveness of self-image in relation to the nation) resulting from the state imposed superordinate European categorisation, and to evaluate the impact of perceived threats to national identity on levels of European identity. The multidimensionality of both patriotism (blind vs. contingent) and national attachment (civic vs. heritage) were previously confirmed (see for definitions: Rothi, 2002; Schatz, Staub & Linve, 1999; Staub, 1997), and were used to investigate the relationship between type of national identification and, (i) the type of perceived threat to national identity distinctiveness; and (ii) reported levels of European identification. The study used survey data and the hypotheses predicted: (i) type of national attachment will be associated with level of national component that could potentially be perceived as threatened (cultural/symbolic distinctiveness vs. instrumental/institutional distinctiveness), and that this, together with the negative evaluation of the EU’s impact on that element, would result in the actual perception of threat being moderated, (ii) national identity will be associated with threat, but more specifically, the presence of threat will be associated with threat; (iii) for individuals who expressed high levels of threat, perceived threat would moderate willingness to adopt a European identity (negative relationship); and (ii) the relationship in (ii) would not be apparent for those who expressed high levels of threat. The results are discussed in terms of the consequences for national identity distinctiveness, the perception of threat, and the identity structure of different types of identity support processes.

Self and other in space and time: Specific and non-specific intergroup and temporal comparisons in the description and evaluation of national identity

D. NIGBUR & M. CINNIRELLA, Royal Holloway, University of London.

A questionnaire study assessed the consequences of specific and non-specific intergroup and temporal comparisons for descriptions of national identity content and for national identification and evaluation. Student
volunteers were asked to rate the applicability of a selection of traits to the British, and to indicate their personal identification and with evaluation of Britain. An experimental manipulation instructed participants to make these judgements either in isolation, in comparison with the Americans, in comparison with ‘other countries’ in general, in comparison with Britain at the height of the slave trade, or in comparison with ‘the past generally’. Hypotheses about the target and specificity of comparisons would influence their evaluative outcomes. Specifically, the creation of positive distinctiveness for the self was hypothesised to be most prominent in non-specific comparisons, where the full range of strategies of social change is more readily available. The specific, national outgroup of the Americans are likely to be dominated by an emphasis on ingroup distinctiveness, not necessarily by the creation of a pigeon’s view of the others. Comparisons with the specific period of the slave trade were predicted to encourage even less positive ratings of the national group, due to the association of the self with a problematic part of national history. Preliminary results will be presented. The discussion will also cover implications for the distinctiveness of the self in national identity, the relationship between identity content and affect towards national identity, and the primacy of intergroup over temporal comparisons in the organisation of national identities.

Predicting ingroup favouritism and outgroup derogation in a multicultural context: The effects of historic and recent comparisons, group identification, collective self-esteem and intergroup contact

K. ZERVOU LIS & E. LYONS, University of Surrey.

A survey was conducted to test a model suggesting that national and social history, social representations for an ingroup predicts higher national identification which, in turn, and together with low collective self-esteem, predict both ingroup favouritism and outgroup derogation. Most clearly, Greek-Christians, being part of the majority in a multicultural area of Greece with a Muslim minority, were used to test these hypotheses. The predicted model was examined using Structural Equation Modelling. The results confirmed the predicted paths between history representations, national identification, and outgroup derogation. Most clearly, Greek-Christians have less negative attitudes towards the Muslims when their contact with them was greater. The implications of these findings for the Social Identity Theory, Self-Categorisation Theory, Identity Process Theory and the Contact Hypothesis are discussed in terms of establishing ways of reducing intergroup conflict.

Lay theories about relationships between nations: A qualitative study in Greece

S. NTANI & X. CHRYSSOCHOOU, SPERI, University of Surrey.

This paper addresses lay theories about international relations drawing on Social Representations Theory (Moscovici, 1961/1976, 1988, 2000, 2001). The study is situated in the Balkans and in particular in Greece and aims to investigate what people think about international relationships and relationships between Greece and its neighbouring countries. The study adopts a qualitative approach. In that effect 13 semi-structured interviews were conducted in Greece during August 2001. The analysis that was performed was interpretative; to uncover common themes but also to give voice to the participants in order to prevent the exclusion of unique voices (Smith et al., 1999). A constituent part of the participants’ discourse was the distinction made between the people and the state. This distinction seems to be common in social representations of political issues such as Human Rights (Staeckle et al., 1999). People and States have different qualities and different sources of power to influence relationships. People are generally portrayed as helpless but powerful individuals in the process of civilisation whereas the States are powerful entities due to their economy. This distinction has also implications for participants’ strategies of social change. Trust develops. Trust between States follows a careful consideration of the structure elements of the context and the traditions of States. However, when it comes to the Perestroika (or distrust) seems to be a stable state that characterises the relationship and has more emotional value. This research was conducted from the 11th of September events, gives some insights on current lay discourses concerning conflicts.

When is nationality a matter of ‘identity’?

S. CONDOR & J. ABELL, Lancaster University.

The construct of ‘national identity’ is currently used widely as an explanatory device in the social sciences in general, and in social psychology in particular. In this paper, I shall be treating the construct of ‘national identity’ as an object which itself stands in need of examination. I make the case that the distinguishing of nationhood in terms of ‘identity’ is not an unexceptional matter but is, rather, a form of discursive analysis. This argument begins in the concept of the “national identity”. I shall then explore some of the ways in which the notion of ‘national identity’ may be used in contemporary accounts of the lives of British and Indian British using two bodies of data. First, I shall consider how the use of the ‘national identity’ trope may have changed over time, by comparing its use in newspaper editorials over a 20-year period. Second, I shall consider the way in which politicians may currently invoke the construct of ‘national identity’ as a means of making political accounts which present the nation as an homogenous folk or as a singular ‘cultural’ community.

Symposium: Exploring identities with interpretative phenomenological analysis

Convenor: J.A. SMITH, Birbeck College, University of London.

The aim of this symposium is to illustrate the application of interpretative phenomenological analysis (IPA) to the social psychology of self and identity. It would be particularly appropriate for this symposium, during this year’s conference as phenomenology and identity are the key conference themes. IPA is now pretty well established as a qualitative approach. The aim of IPA is to explore the participant’s subjective experience of the world and IPA engages with the meanings that experiences, events, actions hold for participants. At the same time, IPA recognises that the researcher’s own conceptions are required in order to make sense of that other personal world through a process of interpretative activity. IPA is a fast and flexible qualitative research approach. It recognises that the accounts presented by participants are based on the sense they make of their social world. Then the interpretative work of the analyst can be described as second order hermeneutics where the researcher tries to make sense of the participant’s own sense of the social world. And these accounts are usually elicited during a meeting of researcher and participant in the form of the semi-structured interview. IPA has been applied to a broad range of subject areas in social, health and clinical psychology, particularly in the UK. Identity emerges as a key construct in much IPA research. One aspect of IPA Symposium we present four empirical studies which have identity as a central concern. The papers illustrate different aspects of identity process from a range of substantive domains.

In the first paper, Jennifer Sinclair discusses the development of a Jewish identity in contemporary Britain, based on interviews with young adults. The paper is organised around a set of key themes: kinship and connection, awareness of difference, attachment to Israel, faith and observance, and commitment to learning. In the second paper, Paul Flowers describes how gay men can be seen as struggling to establish an identity within the normative context of heterosexuality. The paper illustrates the tensions inherent in this process.

In the third paper, Katherine-Lee Weille explores the prevalence of intergenerational conflict and consensual submissive-subservient sexual games. The paper focuses on the participants’ quest for highly intense altered states during which participants may relinquish their sense of an autonomous self and experience feeling a psychological merging with their partner.

In the final paper, Jonathan A. Smith examines the psychological effects of haemodialysis, an intensive hospital treatment for chronic kidney failure. The paper presents a case study of one woman’s experience of the treatment and explores how the treatment is perceived as undermining her sense of identity.

Developing an identity: Growing up Jewish in Britain

J. SINCLAIR, University of Westminster.

This paper presents a qualitative study of contemporary Jewish identity, conducted with young adults aged between 17 and 27, drawn from across the mainstream British Jewish community. The study consisted of 18 in-depth interviews and used interpretative phenomenological analysis. The interviews were designed to provide a developmental perspective on the participants’ Jewish identity, and current snapshot of being Jewish in Britain today. They covered three main areas: (a) early influences on the participants’ Jewish identity; (b) the impact of attending university on their Jewish identity, and (c) friendships, relationships and marriage. Analysis of the interview data yielded five core themes and meanings regarding contemporary Jewish identity, as experienced by the 18 young adults. Two superordinate themes of Social Identity and Religious Identity contained further important sub-themes of Kinship and Consanguinity, Awareness of Difference, Attachment to Israel, Faith and Observance, and Commitment to Learning. The specific pattern and importance of these dimensions of identity were unique to each individual, and characterised his or her personal experience as a young British Jew. The findings of this study are evaluated in terms of potential implications of the study for future social psychological research into the development and dimensions of ethnic and religious identity in young people growing up in a multi-cultural context.

Struggling for an identity: Gay men ‘coming out’ in a heterosexist society

P. FLOWERS, Glasgow Caledonian University.

This paper is concerned with the process of identity construction amongst working-class gay men. Twenty in-depth interviews were conducted with working-class gay men from a small town in the North of England. Retrospective accounts of the process of identity construction were analysed, using interpretative phenomenological analysis (IPA). These themes produce an emotive experiential account of the resolution of both intrapersonal and interpersonal conflict. The process of identity construction is described as a parallel process of self-rejection and internalised homophobia also occurred. Normative heterosexuality and heterosexual expectations provided both the means and an end to managing an increasingly less authentic straight identity as participants.
reported ‘living a lie’. Once gay identity disclosure started, new difficulties emerged based around rejection. As the process of gay-acceptance increased, participants also reported feelings of wholeness and integrity.

Relinquishing an identity: Altered states in consensual dominant-submissive sexual games

K. WEILLE, Independent Scholar.

This paper is based on a study that examines the psychological experience of individuals practicing consensual dominant-submissive sexual games. The study is based on conversations conducted with 21 members of a closed internet forum for members of the consensual BDSM (bondage, domination, submission, sadism, masochism) subculture, which are analysed using interpretive phenomenological analysis (IPA). The study aims to understand and remain close to all facets of the research data, and to subsequently consider them from a psychodynamic perspective. One of the themes to emerge in the study is the participants’ quest for ‘altered states’: highly intense, altered states of mind, body, and emotion that effect temporary shifts in identity. Participants may, for example, relinquish their sense of self-boundaries to the extent that they temporarily feel merged with their partner, or regress to a more childlike identity. These states are part of a discursive constructionally moving, positive experiences, many of which lead to intense intimacy with the BDSM partner. Identity relinquishment is restricted to the local context of the BDSM encounter, though it may form part of a larger pattern of identity shifts connected to the development of a BDSM sexual orientation.

Losing an identity: Kidney disease, dialysis and depersonalisation

J.A. SMITH, Birkbeck College, University of London.

This paper is concerned with the psychological impact of haemodialysis treatment for renal failure. It presents the case study of one woman undergoing dialysis and employs semi-structured interviewing and interpretative phenomenological analysis (IPA). The study attempts to understand the effect of the treatment from the patient’s perspective, to explore the meaning of dialysis to her and to provide a detailed case report which remains close to the woman’s own account. Depersonalisation emerges as a key construct for the understanding of identity. It is suggested that spatial and temporal restrictions associated with dialysis, together with the process of institutionalisation deriving from long-term hospitalisation, are experienced or constrained by this woman in such a way as to lead to an undermining of her sense of identity. As a result, the woman’s feeling of having no control over the treatment regimen and her representation of the dialysis machine as both malevolent and impersonal.

Symposium: Discursive approaches to space and place

Convenor: S. TAYLOR, The Open University.

The British Psychological Society 2003 Proceedings

Dixon (2001) suggests social psychology as a discipline that I belong’ (Potter, 1997). I argue therefore for the importance of topicalising place whilst highlighting the potential pitfalls associated with doing so.

Seeking asylum in other people’s places: Territory, identity and social control

J. WALLWORK, University College Worcester.

The concept of human territoriality rarely emerges in social psychological study. This may be due to a more general neglect of the spatial dimensions of social life within the discipline (Dixon & Durrheim, 2000) but it is also due to the emphasis within environmental psychology on the ‘defensive-demarcation’ (Bogner & Secchiari, 1973) model of territoriality that tends to focus on individual personalisation and defence of the immediate material environment. This study aims to explore through the material artefacts gathered from asylum seekers and social workers currently resident in the city of Gloucester, that a truly social reading of human territoriality can highlight the collective investment in territoriality as an ideology that shores up and justifies social practice. I argue that this not only has relevance for the social psychological analysis of such topics as nationalism and racism, but also that a recognition of the boundary and identity processes involved in territorial exclusion can enhance understanding of the more subtle forms of discrimination and marginalisation. This study takes a discursive analytic approach to show how the territorial strategies that emerge through the data may have more far-reaching implications for the regulation of social practice and currently appreciated in the related e.p. literature.

‘It’s hard to say that it’s home or that I belong’

S. TAYLOR, The Open University.

The paper investigates a narrative of an apparently enduring social meanings of places and relationships to place, including the relationship of residence, and the implications these have for the identity work of individual speakers. A speaker who positions herself as belonging, as a person who is of a place, can connect to the multiple established meanings and identities of that place as part of her discursive construction of her own identity, as the kind of person who lives there. This reveals a paradox of place: attributed identities are shared, and many people change residence in their lifetime and have no long-term connection to the place where they live. Yet on the other hand, we do have relevance for identity so that where people live or come from seems to say something about who we are. A further factor is the multiplicity, of meanings and identities attached to any place, particular meanings are taken up by a speaker in her discursive work to construct personal identity and a relationship to place. These issues are investigated through an analysis of transcribed interview material in which women talk about their locations. Using an analytic concept of the interpretive repertoire (e.g. Wetherell, 1998; Edley 2001) is employed to investigate the discursive resources through which social meanings are taken up and negotiated in the discursive work of individual speakers. The analysis reveals the problems and dilemmas which arise in this negotiation and speakers’ reflexive work to resolve these difficulties.

Environment and resources: Methodic practices in nursing

P. SHAKESPEARE, The Open University.

Through examination of professional and academic texts and some interview material this paper explores methodic practices in nursing relating to the physical environment and material artefacts. It addresses two different dimensions of these practices. Firstly: the ways in which nurses respond bodily to the spaces in which they work and to the artefacts which they use (Lawler, 1991, Savage 1995, 1997).
Secondly: ways in which these spaces have a temporal; as well as physical existence. In nursing, the situatedness and embeddedness of practice is carried out through the manipulation of artefacts and purposeful use of space. For example space is constructed as public and private (screens), aspetic and non-asptic (baths and sluice rooms), collective and individual (wards and rooms). Within each of these socially constructed spaces, experiences of nursing are organized. These do not happen in a vacuum. One's own body work in specific ways to undertake the physical practices of nursing. Moreover they are expected to reflect on their professional practice in such as way as to support understandings of the spaces in which they operate (i.e. suppositories in private space, cups of tea in public space). Their own reflections are seen as a selection of methodic practices to explore these notions, through available literature. Secondly I look to the research that is done on the relationship between space and temporal implications of nursing, looking primarily at a small data set on `inscriptions on the nursing body' that emerge from use of space and artefacts (blistered feet and distances walked and chapped hands and aspetic procedures).

PLenary papers

Phenomenology of the lifeworld and social psychology

P. ASHWORTH, Sheffield Hallam University.

On the face of it, the detailed study of the experiences of patients who are detained in psychiatric hospitals seems to be a kind of psychology. But Husserl did not have this purpose in founding phenomenology. His work, and that of the later, ‘disputatious, members of his school (I will mention the existentialists, the hermeneutic theorists and certain postmodernists) needs to be worked through carefully if its relevance to psychology is to be fully grasped. But the effort is well worth while. I will review some of the attempts that have been made to work that work on a phenomenological footing. The American ‘psychological phenomenologists’ of the immediate post war years emphasized the phenomenology as emphasizing the personal or ‘perceptual’, point of view. More recently, my own mentor Amedeo Giorgi and his group in the US have worked on the application of the ‘essential features’ of such basic experiences as the emotions. Max van Manen has, in contrast, resisted essentialism (if Giorgi can be accused of this) and follows a Heideggerian interpretative approach to experience maybe thereby sacrificing the development of generalisable findings. Currently, Jon Gadsby and colleagues have emphasised the interpretative description of experiences which bear on practical issues of health and social care such as:  
- The question of research access to first person experience.  
- Whether phenomenological psychology is interpretation or the descriptive elucidation of experience.  
- Whether general statements about ‘types’ of experience can be made on the basis of personal experiences.  
- Whether what is produced in phenomenological psychological research is the elucidation of experience or the explication of discourse (a question which carries with it a host of potential-phenomenological and methodological possibilities) and the viability of a focus on ‘the philosophy of presence’ in psychology).  

Over three decades, we have developed an approach which is existentially sensitive and relational-phenomenological which emphasises the lifeworld to a much greater extent than elsewhere (though Swedish work by Karin Dahlberg and colleagues in the greater extent than elsewhere (though Swedish approach which is existential-phenomenological over three decades, we have developed an approach which is existentially sensitive and relational-phenomenological which emphasises the lifeworld to a much greater extent than elsewhere (though Swedish approach which is existential-phenomenological)

Powerlessness and the emergence of tyranny: The BBC Prison Experiment

A. HASLAM, University of Exeter & S. REICHER, University of St. Andrews.

This paper reports findings from the BBC Prison Experiment, a study designed to test analyses of social conflict and power derived from social identity theory (Tajfel & Turner, 1979). Participants were placed in simulated prison environments and randomly assigned to be either Prisoners or Guards. Over nine days quantitative and qualitative data was collected to examine their responses to manipulations of permeability, legitimacy and agency. Consistent with predictions, conflict between the groups increased to the extent that intergroup relations were perceived to be impersonal and weak, and this conflict paved the way for change in the structure of group relations, such that Guard-Prisoner differences gave way to a self-governing Commune. However, at the end of the study this Commune was threatened by a collective move to re-establish the Guards’ regime in a more draconian form. Social and structural factors which contributed to these developments are explored, as well as the social, clinical and organizational implications of the experiment as a whole. Broader ethical and scientific issues are also discussed. Findings suggest that, contrary to conclusions of the original study of the Stanford Prison Study (Haney et al., 1973), it was not the combination of strong groups and power that encouraged tyranny but rather the failure of groups and powerlessness.

Psychoanalytic interviews and qualitative research interviews

S. KVALE, Aarhus University, Denmark.

A qualitative research wave has swept through the social sciences in the last decades. Interviews, textual analyses and natural observations have come into widespread use as modes of inquiry. The qualitative research movement is interdisciplinary, and an opening of the social sciences to the humanities has taken place, drawing on hermeneutics, as well as narrative, textual and discursive and linguistic forms of analysis. The science of psychology has until recently remained outside the qualitative research movement. However, as key modes of qualitative research, such as the interview, work through human interrelations, which are the subject matter of psychology. Furthermore, subjective and direct, individual psychological knowledge were initially brought forth through qualitative interviews. In particular this pertains to Freud’s psychoanalytic interview, which has also inspired subsequent interview research. Piaget’s interviews of children’s thought and Auroam’s interviews about the authoritarian personality were directly inspired by psychoanalytic interviews. The Hawthorne interviews were inspired by the consumer interviews by Dichter were likewise inspired by the psychoanalytic interview. In an attempt to advance psychological interview research towards a form of interviewing, we will take these historical interview inquiries as a point of departure. Rather than follow the methodological and paradigmatic directions of a scientific psychological research wave, I will pursue a pragmatic approach, taking the significant knowledge produced by psychoanalytic and other psychological interviews as a basis for further development and the paradox that knowledge originally produced by qualitative interviews has become generally acknowledged. The interview method producing this knowledge has generally been rejected, I will also address the methodological marginalisation of qualitative research. Furthermore I will show that qualitative interviews are hardly mentioned in the many textbooks on psychological research methods. Knowledge originally generated in psychoanalytic interviews has changed the ways
Education Section Annual Conference

SYMPOSIA

Symposium: Pupil grouping in the secondary school: Practices and consequences
Convenor: J. IRESON, Institute of Education, University of London.

In recent years there has been pressure to group pupils by ability, through selective entry to secondary school and through organisational grouping within schools, such as setting and banding. However, pupils may be grouped formally or informally by ability within the classroom. The papers in this symposium draw on three large funded research projects concerned with the nature and impact of different forms of grouping in Key Stages 3 and 4. They consider the impact of setting on pupils’ GCSE attainment and on pupil attendance and exclusion. Within the classroom, the teacher’s role in the formation and use of groups is examined.

Predictors of attendance at and exclusion from school
S. HALLAM, Institute of Education, University of London. J. IRESON & C. HURLEY

This study explored the relationships between ability grouping, attainment, SES, examination entry, self-esteem, attitudes towards school and pupils’ attendance and exclusion from school. The sample comprised over 4,000 year 11 pupils in 21 mixed secondary comprehensive schools. The schools represented three levels of ability grouping in the lower school (years 7 to 9). Pupils responded to a questionnaire which explored their attitudes towards ability grouping, self-esteem, and exclusion experiences in year 9 with a follow-up questionnaire in year 11. Attendance and exclusion data were collected at school level. Stepwise multiple regression showed that the best predictors of attendance in year 11 were an aggregate score of GCSE attainment (beta weighting 0.39), the number of examinations the pupil took (beta weighting 0.28) and whether the pupil was entitled to a free school meal (beta weighting -0.194). The extent of setting or placement was not a factor. Authorised absence was best predicted by the extent to which pupils claimed free school meals (0.269) and the total amount of setting experienced in maths, English and science (0.192). Levels of exclusion were best predicted by GCSE aggregate score (beta weighting -0.239) although this was negatively weighted. The number of often pupils were excluded and the level of exclusion (temporary or permanent) was related to poorer GCSE performance and more negative responses to their plans for the future (beta weight 0.212). The findings are discussed in relation to the existing literature on attendance and exclusion.

Does ability grouping affect pupils’ performance in GCSE examinations?
J. IRESON, Institute of Education, University of London. S. HALLAM & C. HURLEY

The aim of this paper is to examine the effects of setting on pupils’ attainment in English, mathematics and science at GCSE. Forty five secondary schools participated in the research, representing a range of setting practices, from setting in most academic subjects from year 7 to mixed ability in most subjects in the lower school. All pupils in year 11 were included in the sample. Matched data sets on pupils’ performance in Key Stage 2 and 3 tests and GCSE were collected. Schools provided information on social disadvantage (free school meals), ethnic background, and the extent of setting experienced by pupils in English, mathematics and science during years 7 to 11. Multilevel modelling was used to test the effects on GCSE attainment of the extent of setting experienced by pupils in each subject. Boys and socially disadvantaged pupils made less progress than girls and pupils who do not take free school meals. Taking these factors into account and controlling for prior attainment, there were negligible effect sizes for the extent of setting in English, mathematics and science. An analysis of the effects on pupils of high, average and low attainment revealed that setting had a small negative effect on high attaining pupils in science.

The extent of setting experienced by pupils during secondary school has little effect on their performance in GCSE examinations in English, mathematics and science. These findings are not entirely consistent with similar analyses undertaken at Key Stage 3. Differences between curriculum subjects and Key Stages will be discussed, together with implications for school grouping policies.

Pupil grouping in secondary school classrooms: Roots of differentiation and control
P. KUTNICK, University of Brighton, P. BLATCHFORD & E. BAINES

As part of a larger project, within-class grouping of secondary school was studied in a sample of 355 year 7 and 10 pupils and their teachers. An analysis of pupil grouping studies in secondary schools is dominated by an understanding of the whole class. Research does not account for the complex nature of within class grouping (for learning), which considers group size and composition, types of learning task, types of group interaction, teacher presence, age of pupils and curriculum. These considerations also relate to pupil autonomy, social identity and the structuring of learning by teachers. In the study, classroom ‘mapping’ with follow-up questions was undertaken in 250 classrooms from 47 schools. Results show that a variety of group sizes exist in secondary classrooms, but grouping is not strongly related to pupil autonomy, social identity and the structuring of learning by teachers. The paper discusses evidence that a variety of group sizes exist in classrooms and extends the work undertaken in 250 classrooms from 47 schools. It considers the relationship between classroom knowledge and the structuring of learning by teachers. The findings are discussed in relation to the existing literature on classroom knowledge and the structuring of learning by teachers.

Symposium: Teacher research and teachers’ knowledge: Participants, partners or leaders?
Convenor: R. KERSHNER, University of Cambridge Faculty of Education.

Teachers have long been involved in research in different ways – as participants in other people’s investigations, as active partners in research projects, or as independent researchers. In this symposium, we consider the different perspectives on research methods. The analysis of the role of the supervisor, presented in this paper, is based on 20 sets of interviews with TRG holders and their steerees. The findings suggest that supervision holders’ capacity to develop as independent researchers depends on a number of factors, not least the attitudes adopted by the University and the UDEs to these kinds of partnership.

Teacher research and teachers’ knowledge: A sociocultural perspective
R. KERSHNER, University of Cambridge Faculty of Education.

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Symposium: Progressing from addition to multiplication and from subtraction to division: Theoretical and empirical issues
Convenor: P. MUNN, Primary Education Dept., University of Strathclyde.

The organisation of primary mathematics teaching is driven by an analysis of mathematical content rather than by an understanding of how children acquire mathematical logic. Consequently, the primary maths curriculum does not always take into account the cognitive changes that are required for progression. Primary teachers often do not have a clear understanding of the BS cognitive changes that occur in their pupils. We are currently collecting information on variations among individual children in their progression in number understanding. In this symposium, we will report on data collected on children in P1 and...
we will explore the issues around tracking their progress now that these children are in P3. We will use the data to address the issue of what a primary maths curriculum that is developmentally based would look like, and how it might work in practice.

Issues in continuity between elementary and later number concepts to multiplication and division

V. QUINN, Primary Education Dept., University of Strathclyde.

In this paper, I shall present data on 130 selected P1 children across 13 classes in 12 schools in Glasgow. They were selected as 'most' and 'least' able in their class, and were interviewed to assess their number concepts early in the school year. The contact data gave a dynamic picture of how the children's cognitive development varied, both according to their prior knowledge and in response to their classroom environment. The patterns of changes provides an insight into teachers' classroom strategies and how an understanding of continuity can help these to be targeted at specific developments.

Progressing from early number concepts to multiplication and division

C. RIDLER WILLIAMS, Primary Education Dept., University of Strathclyde.

In this paper, I shall describe work in progress on a follow up study to assess continuity in the development from P1 to P3. We are using a form of assessment that has been derived from the Australian Maths Recovery/Count Me In programme. This assessment identifies three stages in the understanding of multiplication and division. I shall describe the assessment and typical results for P3 children in Scotland. I shall then discuss the projected analysis of data that will look our knowledge of these children's early number concepts to produce an understanding of their development.

Symposium: Adult learning
Convenor: P. SUTHERLAND, University of Stirling.

This symposium draws together four papers. The focus is fairly loose: the psychological aspects of adult learning. Lewis Elton wishes to adopt an interactive approach to discuss motivation and the strategies and skills of students as they tackle feedback in essay writing. The students' main demand was for more constructive feedback. For most students the return came late in the school year. The 'change' in their approach to studying with my audience – similarities and differences in student motivation between higher and adult education, in particular with particular reference to the University of the Third Age.

Student characteristics as predictors of burnout
S. HALLAM, Institute of Education, University of London & R. MEHTA.

This study examined the characteristics of postgraduate students as predictors of emotional exhaustion or burnout. It investigated whether student's age, gender, and ethnicity, and their work experience, and their personal experiences and values, were associated with measures of burnout. The results indicated that both Type A and Type B students can have similar levels of burnout, and that Type A and Type B students differ in their work experiences and values, but not in their personal characteristics or personality types. The study also suggests that Type A and Type B students differ in their work experiences and values, but not in their personal characteristics or personality types.

Researching mature students in higher education: No one way
L. ELTON, University College London.

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S. HALLAM, Institute of Education, University of London & R. MEHTA.

This study examines the characteristics of postgraduate students as predictors of emotional exhaustion or burnout. It investigated whether student's age, gender, and ethnicity, and their work experience, and their personal experiences and values, were associated with measures of burnout. The results indicated that both Type A and Type B students can have similar levels of burnout, and that Type A and Type B students differ in their work experiences and values, but not in their personal characteristics or personality types. The study also suggests that Type A and Type B students differ in their work experiences and values, but not in their personal characteristics or personality types.
Taking account of the student experience in Higher Education L. NORTON, Liverpool Hope University. I will argue that taking account of the student experience is a key activity in efforts to transform student learning in higher education. In my own case, I have used the methodology of action research to inform the way I think about student assessment processes and how they affect students actual learning experience (Norton, 2001). In this paper I will focus on the key areas of research to illustrate this theme, both of which look at the student experience and/or look at the degree of mismatch between tutors and students’ perceptions. Research is concerned with assessment, including feedback, outcomes, fairness and ‘rules of the game’. The second focuses on courses and course evaluation.

INDIVIDUAL PAPERS

Information environments for learning: Reducing cognitive overload and enhancing knowledge representation N. BAHR & M. BAHR, School of Education, The University of Queensland, Australia. There is significant potential for new technologies to improve learning outcomes and transform pedagogy but a theoretical framework for the development of such strategies is lacking. Recent research reports on the costs of implementing new technologies to effective learning are substantial. However, task load can be mitigated by instructional design. This study reports an investigation into the impact of reduced cognitive load and increased emphasis on problem structure on student performance. It examined the influence of task automaticity, consistent usage of instructional and worked examples and suggests how these can be used to reduce cognitive load, and assist in student learning. Three Year 8 Social Science classes at two Australian metropolitan high schools were investigated. The classes represented different instructional types. The enhanced information environment classes used online materials intended to reduce cognitive load and identify knowledge structure. Enhanced traditional teaching classes were similar to the first except that teaching did not rely on online formats. Conservative classes had limited use of worked examples and increased emphasis on problem solving practice. Students’ performance was assessed at the end of semester with a series of online problems, and paper problems.

Defining the Standard for the Chartered Teacher: Part of the new framework for teachers’ professional development in Scotland D. CHRISTIE, University of Strathclyde. In 2000–2001 a major review of Scottish teacher education was conducted in the agreement, ‘A Teaching Profession for the 21st Century,’ which included a 23 per cent increase in salary by 2003. One significant element in the agreement was that young professional development was defined as both an entitlement for all teachers (35 hours per week), and also a program of development. In 2001, a very significant new development is the Chartered Teacher Programme due to commence in earnest in 2003, offering students the opportunity to gain substantial salary enhancement for accomplished teachers without any requirement to move into a school management role. The development of a Standard for the Chartered Teacher (SCT) was a key part of the Chartered Teacher development project funded by the Scottish Executive and carried out by ETSothlab, the University of Strathclyde and Andersen Consultants. The definition of the SCT was derived through a review of the international literature on the qualities of accomplished teachers, through detailed empirical research involving in-depth, ‘behavioural event’ interviews with 19 accomplished teachers, 20 focus groups and two national questionnaires. Analysis of the accumulated data yielded a model of Chartered Teacher comprising four principal elements: Professional Values and Commitments, Professional Knowledge and Understanding, Professional Attributes and Abilities and Professional Action. The implications of the SCT for professional development of teachers will be discussed, in particular in terms of the motivation of teachers for, and their involvement in, forms of collaborative professional enquiry.

Reading difficulties in the Greek – speed not accuracy may be the issue M. CONSTANTINIDOU, Institute of Education, University of London & R. STAINTHORPE. Objectives: To investigate whether Greek-speaking children with cognitive deficits in phonology, which may cause reading difficulties, have problems with word reading fluency even when they are able to decode words. Design: In order to test the above hypothesis a reading test was designed containing 54 words and 54 non-words. The words and pseudowords were presented in a book format. The test contained two, three, four and five syllable words and pseudowords as well as irregular words and non-words. The sequence of pseudowords was varied across the course. Simple CV to more complex CCV and CCCV syllable structure was used. All pseudowords were constructed using orthographic and phonological sequences in Greek. Method: 60 children took part in this study. A group of reading disabled children was matched with a second group of normally reading of the same chronological age and a third group of younger children who had the same reading ability. Results: The data was analysed using one repeated measures ANOVAs to compare the rate of reading words and pseudowords varying in length and structure. The results showed that length as well as syllable structure affect children’s fluency but not their accuracy. Furthermore reading disabled children are less fluent in reading than children of the same age as well as younger children with the same reading ability. Conclusions: The results suggest that there is an important group in the reading Greek that may influence the reading skills of children who do no develop their literacy skills at the appropriate rate. Children who have difficulties in developing a closed reading rate may not develop their reading fluency may develop accurate but slow readers, which may have a negative effect on comprehension.

Distance Education Project D. DEMIRBULAK, Çankaya University, Turkey. Six elective courses leading to English Language Teaching Certificate are offered at Çankaya University English Language and Literature Department (ELL) in line with the decision of Higher Education Council. Although, ELL students form the majority of the classroom population, students from other departments also take these courses. The title of one of these courses is ‘Instructional Technology and Material Development’. This course is offered to seventeen ELL department students enrolled in this course. The curriculum was developed via negotiations with students about the overall content and structure. The content of the course, during which this project was initiated to enhance relevance of what is being learned and satisfy the pedagogical needs of the teacher. The aim of this project is to design and implement a distance education programme to deliver ELC courses to students or graduates who cannot attend a particular course or who consider the particular course not fit for them. The implementation will start as of 2002–2003 academic year and will be operated through the year. This period will be regarded as pilot testing period and thus the courses will only be offered to students of our university. The findings and experiences till the day of the conference along with the detailed generic plan will be presented.

Transforming learning in the training of educational psychologists in South Africa: A problem-based approach P. ENGLEBRECHT, University of Stellenbosch, South Africa. Traditional educational psychological training programmes in South Africa were developed by a one-year full time period of coursework on Masters level, followed by a one-year period of internship. Coursework depends largely on lectures, textbooks and practical work in applicable contexts. Teaching mainly rests in the content of the curriculum and the quality of the knowledge that the lecturers bring to the classroom. In this traditional content-oriented conception of teaching and learning, learning is regarded by the lecturers as the transmission of knowledge and teaching as the facilitation of this process. In a new strategy between a presenter possessing knowledge and a recipient with lesser knowledge with the result that a closed conception of teaching and a representational approach of learning have developed. Training institutions have become increasingly aware of the need to develop reflective practitioners who are skilled self-directed, problem-solving learners in the complex South African context. In an effort to transform learning and teaching, the Department of Educational Psychology at the University of Stellenbosch has investigated Problem-based learning as another conception of learning that would include the centre of focus and students attempt to make sense of what is to be learnt. This paper focuses on an analysis of problem-based learning as a strategy to develop students’ own conceptions of learning and knowledge and themselves as professionals.

Out-of-school education for the gifted and talented world wide J. FREEMAN, Middlesex University. This survey of international gifted provision (DIES commissioned) provides a perspective on the effects of cultural assumptions and quality of basic education. Excellence is seen to come either from widely differing special provision or from no special provision. In all Scandinavia and Japan, for example, there are no programmes for the gifted and talented, yet the children’s achievements are often superior to those of the countries which do have them. China, a relatively poor country, provides high quality enrichment which is not restricted to pre-selected children, yet the multi-million dollar American Talent Searches select young students for gifted summer-schools who already have very high achievements. Extreme difference of approach and provision are due to the major cultural dichotomy between the largely Eastern perception of ‘all children have gifted potential’ and the largely Western one of ‘only some children have gifted potential’. In Japan, for example, success is considered as due to hard work, which is available to every child. Inevitably, any bright keen child will learn more from special enrichment than those who have not experienced it. Some of the most exciting extra-school programmes, though not specified for the gifted, provide the educational environment support to take interests to any height, such as the American Renaissance Quest Camps, designed for the whole family, or the Children’s Palaces. Though virtually world-class achievers have selected themselves to progress in the area of their interest, they have also had the means to reach their goals.

The impact of the curriculum on the use of play in early years education J. HOWARD, Humanities and Social Science, University of Glamorgan. This paper introduces the play curriculum, and initiatives for early education such as Desirable Outcomes, Baseline Testing and Early Learning Goals in the UK, there has been much concern from professionals involved in early education about the appropriateness of early education.
years provision. In particular concerns have been expressed about the ‘top-down’ curriculum pressure that may be influencing the type of classroom provision experienced by children under the age of five. Recent research has illuminated how practitioners often feel disempowered and torn between developmental and educational objectives. This has contributed to perceptions of decreased professional status. The key issue is, therefore, how to combine teachers’ and students’ perceptions of how initiatives for early education have transformed both the experience of teaching and the experience of learning in each and every classroom. By using knowledge about children’s perceptions of early classroom experiences, the paper suggests how this paradigm can be broadened and the professionalism and empowerment of practitioners restored.

First and fourth year students’ approaches to study

E. KARAGIANNOPOLOU, University of Ioannina, Greece.

One small scale study using both qualitative and quantitative methodology is presented. The paper identifies differences in studying approaches employed by first year and fourth year University undergraduate students. One-hundred-and-forty-two students attending a Psychology Course completed the instruments in the online format of the Revised Inventory) questionnaire. The study indicates that first year students scored higher than their fourth year counterparts on comprehension and operation learning and also on pathologies of learning while fourth year students scored higher on the predictive indicators. The findings are further understood and explained in terms of information reported by interviews conducted with eight first year and seven fourth year students. Students’ approach to exams material was also explored. The interviews were transcribed and analysed to identify categories of description. The analysis of students’ approaches of the cognitive, meta-cognitive, and social variables has been selected for presentation in the study. The findings are discussed in combination with the statistical results.

Helping university teachers in transforming their ideas of learning

K. LONKA & K. BOLANDER, Centre for Cognition and Learning, Karolinska Institutet, Stockholm, Sweden.

Medical education is currently undergoing fundamental changes that make it a challenging and fascinating field of study. A movement of teaching and the experience of learning in higher education. A potential answer to this questions regarding teaching and learning in universities teacher training. The first case is the teacher training at the university level. The second study here was a problem-based learning integrated (Biggs, 1999), the question how it is possible to bring about changes in the instructional design (ii) acquaintances; and (iii) a mixture of friends (iii) a mixture of friends and acquaintances. These consisted of three groups: (i) friends; (ii) acquaintances; and (iii) a mixture of friends and acquaintances. The established problem could be read using rime analogy: Implications for classroom practice

S. PRESSLER, Centre for Studies in the Social Sciences, Edge Hill & L. RYLEY.

Use of analogy, peer support and friendship have all been shown to have an impact on children’s problem solving. The main objective of the study was to investigate social exchanges amongst groups as mediators of problem solving, using established problem analogies. Groups contrasted varied in level of friendship. These comprised of three groups: (i) friend; (ii) acquaintances, and (iii) a mixture of friends and acquaintances. The established problem materials used, had previously shown knowledge re-structuring during problem solving by analogy, when children completed problems on an individual basis and in a group. In the current study problem analogy outcomes were analysed in terms of solutions considered, and explanations for solutions raised, in conjunction with type of talk (e.g. disputational, cumulative and exploratory) across the three types of friendship groups. The success of small group problem solving and the impact of friendship are discussed. The usefulness of collaborative learning, individual learning and cooperation is explored in relation to theories of development and implications for classroom practice.

First degree results of disabled students in higher education in the UK in 1999 and 2001: Analysis, accountability and actions

P. PUMFREY, University College Worcester.

Conclusions: Increasing opportunities for people to learn and widening access are at the heart of this government’s policies for creating a learning society. The government is committed to the principle that anyone who has the capability for higher education should have the opportunity to benefit from it and we will therefore lift the cap on student places imposed by the last government’ (DEE, 1998). Objectives: In the context of institutional accountability, the objectives of this research in relation to first degree results are to determine the relative success of various groups of students officially recognised as disabled and of their non-disabled peers; and (b) to consider the implications of the patterns identified to academic staff and students attending HEIs in relation to Equal Opportunities policy and practices.

Design & Method: The Higher Education Statistics Agency (HESA) stores data concerning many (but not all) aspects of the Higher Education system in the UK. To interrogate one of the HESA databases it is essential to define the variables relevant to a specific enquiry. The present studies have been conducted at a national level. It is likely that the lack of these self same skills could well be what is holding back the tutorial from achieving any real effectiveness in a first year context. The paper aims to propose a new framework for delivering tutorials as part of a first year Psychology course in university. We would hope to present some results of the impact from a pilot project of this framework in one college, compared with a more traditional framework being used in another college. The aim of the system would be to teach the skills necessary to adapt to the new college system. This should enable the tutorial system to offer effective assistance in tackling the crucial issues of student performance and retention.

The impact of friendship on social mediators of problem solving by analogy: Implications for classroom practice

S. PRESSLER, Centre for Studies in the Social Sciences, Edge Hill & L. RYLEY.

Use of analogy, peer support and friendship have all been shown to have an impact on children’s problem solving. The main objective of the study was to investigate social exchanges amongst groups as mediators of problem solving, using established problem analogies. Groups contrasted varied in level of friendship. These comprised of three groups: (i) friend; (ii) acquaintances, and (iii) a mixture of friends and acquaintances. The established problem materials used, had previously shown knowledge re-structuring during problem solving by analogy, when children completed problems on an individual basis and in a group. In the current study problem analogy outcomes were analysed in terms of solutions considered, and explanations for solutions raised, in conjunction with type of talk (e.g. disputational, cumulative and exploratory) across the three types of friendship groups. The success of small group problem solving and the impact of friendship are discussed. The usefulness of collaborative learning, individual learning and cooperation is explored in relation to theories of development and implications for classroom practice.

What do children do in the rime analogy task? An examination of the skills and strategies used by early readers

L. ROBERTS & S. McDougall, Dept. of Psychology, University of Wales, College of Medicine.

The paper examined the skills and strategies which children use in orthographic analogy tasks. Although there is a growing body of evidence that children use phonological priming, there is almost no information available on the skills which both children bring to bear in Goswami’s clue word task. Children were presented with clue words (e.g. most) and then asked to read words that could be read using rime analogy (e.g. post), same-sound words (e.g. paste), or ambiguous words which shared the orthographic rime of the clue word but not its pronunciation (e.g. cost). Children used rhyming pronunciations with equally high frequency for all types of words. This resulted in good performance for rime analogy and same-sound words but very poor performance for ambiguous words. Children appeared to be listening to the rhyme analogies and then deciding which word they preferred. The findings revealed that the ambiguously rime words were predictable for the familiar word and hence children were not using the rhyme analogy task to help them learn the ambiguous words.
Differences in approaches to studying among Year 10 GCSE pupils

L. ROGERS, Institute of Education, University of London.

The drive to raise standards of attainment at GCSE has led to many research efforts that focus on gender differences and some that explore ethnicity or socio-economic status. Of concern in the context of research that explores other factors that may contribute to success at GCSE, especially the ability of students to adopt effective approaches to studying. Neither has research considered whether pupils alter their approach to studying as they progress through the course. This year-long longitudinal project, 883 Year 10 pupils drawn from eight schools responded to a range of statements about how they approach their studying for GCSE. Information was collected about career aspirations, self-esteem and perceptions of homework. The schools encompassed pupils who could be regarded as high, middle and low achievers drawn from co-educational and single-sex schools. Evidence of adaptive and maladaptive approaches to studying was apparent and unrelated to school differences. Gender differences were apparent in anxiety, preference for collaborative work for examinations and the amount of homework completed. Contrary to previous research, boys reported completing significantly more homework than girls. Free responses drew attention to the fact that many pupils face real difficulties in how they approach their studying for GCSE. Pupils reported problems with time management in relation to balancing the demands made by coursework, homework and examination preparation. They also expressed specific concerns about not knowing how to revise and a lack of understanding about the different subject requirements for GCSE.

5th and 8th grade pupils’ and teachers’ perceptions of the relationships between teaching methods, classroom ethos, and positive affective attitudes towards learning mathematics in Japan

T. SAEKI, Institute of Education, University of London.

This study investigates teachers’ and pupils’ perceptions of pupils’ enjoyment, motivation, sense of security and sense of progress in mathematics learning in relation to their perceptions of teaching methods in mathematics classes at 5th and 8th grade in Japanese schools in Tokyo. This study explores whether educational reform of Japan in its educational reforms of 2002 which suggests the deployment of a more varied range of teaching methods in mathematics classes will satisfy pupils' individual learning style and enhance the classroom environment, effective deployment of a range of teaching methods, classroom ethos, and historical backgrounds within which education in Japan is embedded.

Experiences of understanding in Higher Education

M. SCHEJA, Dept. of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm.

Building on previous research on students’ ways of studying and learning in higher education, the paper aims at investigating experiences of understanding in tertiary engineering education. At the end of their first year of study 86 Swedish undergraduates of electrical engineering and computer science were asked to reflect in writing on their general experience of the first year. Fifteen of these students were selected for subsequent interviews which explored in greater detail their experiences of understanding in relation to perceptions of the teaching-learning environment. The analysis of the data drew on a conceptual framework – intentional analysis – developed in research on learning and understanding in higher education. Focusing on the students’ personal contextualisations of studies in engineering the analysis explored the students’ personal beliefs about what contributes to understanding material in first-year engineering. The findings are discussed in relation to previous research on students’ learning of the functionality of ‘knowledge objects’ which describes students’ experiences of understanding in preparing for and attending examinations. The study offers analyses derived from a conceptualisation of student learning providing an overview of this typically followed in research on student learning in higher education.

Assessing virtual learning environments

S. SHIMONI, Levinski School of Education and the Hebrew University, Israel & G. ALMOG.

Aim: The research aimed at developing an updated table of criteria for assessing Virtual Learning Environments (VLE).

Background: As virtual learning environments become very popular in the last decade educators face the challenge of developing high quality constructive VLE. Many tools for VLE assessment have been recently developed in research works (Nachtosis, Modouser, Oren & Lahav, 1998, etc.). This study is about students constructing a tool as a part of their learning about VLE.

Method: The students of education at the Hebrew University in Israel were asked to visit an array of VLE and build a tool for evaluating them. Students’ tools were analyzed using the grounded theory method (Glazier, 1978; Strauss & Corbin, 1990). Tools analyses resulted in a collective tool that was validated and refined by being compared with existing similar tools (Nachtosis, Modouser, Oren & Lahav, 1998; Salomon, 2002). Students were then asked to visit some new VLE and use the refined tool to assess them.

Results: Students found the new tool highly effective in assessing VLE. They felt they benefited a lot from participating in its development. Some of them reported they now had a tool that will help them plan and build their own VLE.

Discussion: The process of developing an assessment tool for determining pedagogical value of VLE and the use of the tool for the characteristics of constructivist, learning environments. They had to analyse what they saw in the VLE, make decisions about forming and organising their tools. Their final tool that was formed was easy to adopt and use since it represented their collective efforts.

Do surface learners worry more?

M. SPADA, Institute of Education, University of London & J. IRSELON.

This study empirically examined the inter-relationships between surface and deep style, pathological worry and test anxiety in a sample of undergraduate and postgraduate students. It was hypothesised that pathological worry plays a role in the selection of study styles adopted by students and in the levels of test anxiety experienced by them. The Metacognitions Questionnaire (MQ), Approaches and Study Skils Inventorries for Students (ASSIST) and the Test Anxiety Scale (TAS) were completed by 57 students. The statistical analysis revealed significant associations between pathological worry and the adoption of a surface study style; and pathological worry and test anxiety. Negative beliefs about worry were a predictor of high-test anxiety and a significant predictor of the adoption of a surface study style. The results also suggested that coping strategies were generally low and positively correlated with the adoption of a deep style of studying, and that cognitive confidence was significantly and positively correlated with the adoption of a strategic style of studying. Multiple regression analyses indicated that positive beliefs about worry and negative beliefs about worry were predictors of the propensity towards test anxiety. The practical implications of these findings were outlined and ideas for further research discussed.

A four-year evaluation of an early years enriched curriculum

L. SPROULE, School of Psychology, Queen’s University Belfast, K. TREW, H. RYAN and S. O’NEILL, G. ALMOG, C. MCGUINNESS & N. SHEEHY.

In the context of national debate around formal versus informal routes to literacy and numeracy achievement, an innovative, play-based and developmentally appropriate curriculum for early years children in their first two years of school’s currently piloting in 32 schools in Northern Ireland. Teaching shades towards the more traditional formal curriculum over the second year. This presentation aims to outline the four-year longitudinal evaluation. This evaluation is multi-faceted: looking at outcomes for children up to the end of Key Stage I, monitoring the process of the intervention and assessing the views of teachers and parents. Children were assessed at baseline. Tracking currently continues into the third year with age-appropriate academic tests together with measures on self-esteem and reading attitudes. To ensure adequate matching and to allow for creeping implementation of the intervention, control is provided by the cohorts one and two years after the intervention group. A structured observation instrument, designed and validated by a member of the team, assesses the classroom process. Views of parents and teachers are assessed by questionnaires, semi-structured interviews and focus groups. Qualitative evidence from parents and teachers over the first two years is overwhelmingly positive. The 150 children in the first intervention cohort attend six schools in a defined area of Belfast. They are extremely deficient in oral language skills as a group at baseline, and are catching up with age norms faster than controls. A second intervention cohort started in 2001–2002 in 26 schools with intake covering a wider socio-economic spectrum.

The psychology of transition into social institutions: Exploring the relationship between young people’s experiences and well-being in higher education

L. SUMNER, Centre for Studies in the Social Sciences, Edge Hill, R. RALLEY & S. PRESSLEY.

Policy-makers and researchers, unless they believe in moral decline as an explanatory principle, are forced to make use of psychology in order to explore disaffected youth behaviour. Usually this is an intuitive psychology of cause and effect; so there will be an increasing call for
formal psychological investigation in order to understand youth experiences, attitudes, and well-being. The aim is to adopt a formal approach to understanding the process of integration into higher education institutions, since education is key to current espoused government aims to build social inclusivity. In this paper, we present findings on young people’s self-concept, emotional state, and means of coping with their experiences in higher education. We find that the process of entry to higher education is frequent. We outline a longitudinal programme for studying young people as they move into higher education in order to understand: a. the relationship of social transition to health-related outcomes for individuals; b. dynamics of relationships of youth behaviours and perceptions; and c. social and individual factors in adjustment to education.

For example, initial data suggests some evidence of disengagement and poor coping strategies.

**Assessing the inference making ability of children prior to entering secondary school**

W. TENNENT, Institute of Education, University of London, M. STUART & R. STAINTHORP.

**Objectives:** To assess whether children who achieve Level 4 in the Reading Standards (SATs) are showing an ability to make inferences. To assess the relative difficulty of different types of inferences.

**Design:** A detailed analysis of the questions posed in the 2001 Reading SAT. This analysis enabled an investigation to be made of the performance of 550 children in relation to the level they achieved and their ability to answer inferential questions.

**Method:** Questions on the 2001 Reading SAT papers were analysed and assigned into three categories of comprehension as outlined in the National Literacy Strategy: literal, inferential and evaluative. A language ability test was then used to determine the children’s cognitive ability to make inferences. To assess the relative difficulty of different types of inferences, two sessions was about one week. Children’s awareness test, and they were asked to tell freely what they had read (TCR, Edmoston & Thane, 1988), a linguistic awareness test, and they were asked to tell freely a story and to listen a story and then to retell it. The order of the two conditions was counterbalanced. The time interval between the two sessions was about one week. Children’s narratives were tape-recorded and their transcripts were typed up. Scores for specific variables: story structure, number of cohesives and story consistency. The results suggest that, as far as narrative competence is concerned, story comprehension and production are discrete skills which involve specific processes and that they involve in different grade the general linguistic cognitive knowledge about language functions.

**The effect of a strategy aimed at improving the learning of scientific concepts**

B. BIGOZZI, Dipartimento di Psicologia, Universita Degli Studi di Firenze, Italy.

The following work aimed at verifying the efficacy of a strategy for science learning acquisition. The model used in this research was based on contextual, meta-cognitive and socio-cultural perspectives which are strongly linked to the paradigm of conceptual change. In our method, we introduce a teaching model based on cooperation for the promotion of scientific experiences, and included direct observation, pair or group work, individual written reports and confrontation through discussion by the whole class. The experimental group was the one in which the efficacy of our learning strategy on the acquisition of skills such as debating, prediction, description, narrational structure and basic cognitive-in-competence (the capacity to activate periphrastic, inferential, logical, critical, evaluative and aesthetic-poetic reasoning during the reading of a passage). Our sample consisted of 79 pupils, aged between seven years and eight months and 10 years and two months: the experimental group (18 boys and 22 girls) and the control group (19 boys and 20 girls). The result show that the children belonging to the experimental group, unlike those from there other sample, were not able to give Rationale why the scientific phenomena they studied occurred and they were better able to explain these newly acquired concepts. Our pupils did, in fact, spontaneously produce a large amount of metaphors and analogies, while they tried to understand, record and discuss what they had observed.

**POSTERS**

**Narrative abilities, linguistic skills and awareness in the emergent literacy**

B. ACCORTI, Giammarnossi Dipartimento di Psicologia, Universita Degli Studi di Firenze, Italy.

Learning to read is a complex process that involves many variables: story comprehension, the capacity to activate periphrastic, inferential, logical, critical, evaluative and aesthetic-poetic reasoning during the reading of a passage). Our sample consisted of 79 pupils, aged between seven years and eight months and 10 years and two months: the experimental group (18 boys and 22 girls) and the control group (19 boys and 20 girls). The result show that the children belonging to the experimental group, unlike those from there other sample, were not able to give Rationale why the scientific phenomena they studied occurred and they were better able to explain these newly acquired concepts. Our pupils did, in fact, spontaneously produce a large amount of metaphors and analogies, while they tried to understand, record and discuss what they had observed.

**Learning the number word sequence: Children with and without specific language impairment**

R. GEORGE, University of East London & J. DOKRELL.

**Objectives:** The aim of this study was to investigate learning of the number word sequence in children with specific language impairment. In typical development, children are able to produce the number word sequence accurately and flexibly by seven to eight years. This is critical for their understanding of number concepts and their acquisition of problem-solving skills. Following previous research, it is predicted that children with SLI would have difficulties learning the number sequence but the consequences of this for other aspects of numeracy development had not previously been examined systematically. Method Participants were 27 children with language impairment aged six to seven years and two groups of children in the early stages of developing language matched for chronological age and receptive language level. Children’s knowledge of the number word sequence was compared, and across a range of different task contexts.

**Results:** The children with SLI were less accurate and less flexible than their peers in production of the number sequence with qualitatively different error patterns. There were also significant delays in their understanding of number concepts and strategies for problem-solving.
Conclusions: The results indicated that the language impaired children’s learning of the number word sequence was disrupted due to specific effects of their language problems. It is suggested that this had further, knock-on effects on their number skills, related to limitations in the resources that were available for other aspects of the tasks. The findings are discussed in relation to theories about the development of procedural and conceptual knowledge about number and the nature of the difficulties in SLI.

Transforming early educational experiences by utilising the playfulness of play
J. HOWARD, University of Glamorgan.

It is widely recognised that play makes a positive contribution to children’s development particularly in the early years. Research has demonstrated the complexity of play and there have been many attempts to define its form. Minimal emphasis however, has been placed on eliciting children’s own perceptions of play. This paucity is particularly noticeable when literature that highlights the intrinsic learning value of play is considered. Children are said to be more motivated and enthusiastic when involved in what they perceive to be play, and benefit from exploration and discovery in the safe environment that play can provide. However, there needs to be an understanding of what children perceive to be play. This paper discusses research that has investigated children’s perceptions of play, work and learning. The cues or defining characteristics used by children suggest that their early classroom experiences may contribute to the way in which they categorise various activities. Understanding the nature of these cues could empower practitioners to inject playfulness into a range of classroom situations, therefore maximising learning opportunities. The way in which this information may be used to transform early educational experiences for both children and practitioners is considered.

Exploring links between studying approaches, and metacognition for first and fourth year Greek University students from different departments
E. KARAGIANNOPOLOU, University of Ioannina and P. CHRISTODOULIDES, Institute of Education, University of London.

Recent research on students learning has indicated differences in studying approaches in the course of studies in higher education. The present study investigates the relationship between studying approaches, metacognition, students’ academic profile and their perception of the contribution of higher education to studying. The study also focuses on differences between first and fourth year students who attend sciences and social science courses. Staying approaches and meta-cognition were assessed by the ASI and a part of the MSLQ, inventory respectively. 380 students took part in the study (243 from social science courses and 131 from sciences). The study reveals differences in the approaches to studying and meta-cognition reported by first and fourth year students from both science and social science courses. There are also relations between students’ academic profile, students’ perception of the contribution of higher education to studying, studying approaches and meta-cognition. The findings are discussed in terms of the role of higher education in adults’ learning and improvement of their academic performance.

Cluster analysis of parents’ attitudes to the official and not official persons in Israel and Russia
T. KIRPICHENOK.

Society ‘Alternative education’ have been studying problems of parents and children who have come to Israel from the former SU after Perestroika during 10 years. One of such problems is in the sphere of ‘Russian parents’ relationships with people to whom they apply in connection with their children’s problems. The aim of this study to compare parents’ attitudes in Israel and in Russia. During the based research 200 parents were asked to evaluate (from 1 up to 5) the degree of their confidence to following persons: teachers, pedagogical advisors, psychiatrists, psychologists, social workers, friends, relatives, policemen and to explain their opinions. In research I used qualitative and quantitative cluster analysis, founded on ‘measure of “privacy” particular Euclid metric, together with usual statistics. Though the coefficients of parents’ confidence in two countries are rather close: 0.51 (Israel) and 0.49 (Russia), cluster analysis showed the difference and hierarchy in attitudes of parents of two countries and different groups. Parents in Israel believe that teachers, pedagogical workers the same as to their relatives and friends but parents in Russia believe relatives and friends more than parents. By Russian respondents didn’t want to ask help from psychiatrists, social workers and policemen. In positive parents’ motivation the key word is: ‘specialist’; in negative are: ‘stranger’, ‘fair’, ‘publicity’, ‘bad specialist’, ‘useless’, ‘indifference’, ‘not understanding’, ‘bilociousness’. Features of the parents’ attitudes in Israel and Russia and the influence of such factors as age, education, and other biographic data of respondents, teachers and children (18 factors) are discussed.

An evaluation of a schools service provided by ‘Changing Faces’ for children with a facial disfigurement
L. O’DELL, University of Luton, J. PRIOR & J. FRANCIS.

This poster presents the findings of a small survey which was organised by the above authors as a collaborative project. The survey evaluated a school access scheme which began in 1999, by the charity ‘Changing Faces’ to assist pupils with facial disfigurements and facial impairments. 20 schools responded to this middle aged survey, each only one of whom had a pupil in their school, aged between three to 16 years with a facial disfigurement. Questions were both qualitative and quantitative and concerned schools expectations of the service, ratings of school visits from changing faces, helpful/unhelpful aspects of the service, suggestions for improvements to the service as well as information about the child and the school. Key findings include the critical role of support workers in re-assurance and practical support, the disparate needs of teenagers and young adults with a facial disfigurement (for example issues of identity, peer groups and confidence), as compared to pre-school children of whom little is known. Findings also point to the role of the family and links with the school. Finally, whilst families and schools seek support in times of crisis, we also need to consider children who are coping well and where contact is made to try and prevent future difficulties. Professionals from psychology, education, and special needs may have much to learn from these cases where the whole team is coping well. The research plans include extending this small pilot survey to include the views of a wider range of schools as well as those of the children and their families involved.

Change is inevitable (except from vending machines): A study of students’ attitudes and adjustment to university
C. O’SIOCHRU, Psychology Dept., DBS School of Arts, India.

Abstract: As academics, accustomed to university life, it is easy to forget the radically different demands that university places on students in comparison to school. Assessing the high degree of change that students must adapt to when moving from school to university, it remains an almost unconsidered element in predicting student performance. Change is a factor which has received much attention in the domain of industrial and organisational psychology for it’s impact on performance. The ability of a worker to adapt to changes in their working environment, is widely recognised as an important factor in determining their continuing effectiveness in that environment. This is a conceptual paper which looks to explore some of the issues related to a proposed study on students attitudes towards college. The aim of this study would be to examine students attitudes towards college and the changes that the move to college represents. A further aim would be to study how these factors influence their ability to adapt to their new environment. The primary focus of this study would be centered around an examination of student attitudes towards college, represented by measures such as Intrinsic/Extrinsic Motivation Scale (Lepper & Greene, 1975) and the fx Index (Pervin, 1968). On top of this, we would attempt to examine the move from school to college by adapting some of the research on change and reaction to change in business, such as Lewin’s (1958) Three-Step Change Model. It is intended to use the findings of this proposed study to develop a practical programme. The aim of this programme is to help students to adjust to their new environment and the demands of the college system. This should be achieved by providing support workers in re-assurance and practical support, the disparate needs of teenagers and young adults with a facial disfigurement (for example issues of identity, peer groups and confidence), as compared to pre-school children of whom little is known. Findings also point to the role of the family and links with the school. Finally, whilst families and schools seek support in times of crisis, we also need to consider children who are coping well and where contact is made to try and prevent future difficulties. Professionals from psychology, education, and special needs may have much to learn from these cases where the whole team is coping well. The research plans include extending this small pilot survey to include the views of a wider range of schools as well as those of the children and their families involved.

Meta-knowledge, creative thinking and drawing abilities in children
G. PINTO, Dipartimento di Psicologia, Universita degli Studi di Firenze, Italia & R. GIUNITOLI.

The present study aims to examine, in a developmental perspective, the relationships between children’s drawing ability, their meta-knowledge and their creative thinking. One-hundred-and-eighteen children (64 boys and 54 girls) from a predominantly middle class sample participated in this study. All children were individually asked: 1. to draw a person thinking aloud about their drawing; 2. to answer questions about strategies and goals in the drawing processes and about the finished product; 3. to perform on the Torrance Test of Creativity (1988).

Level 1 graphic performance were assessed with the Poleacek and Carli Test (1977); verbal reports were coded on a categorical system developed following Flavell (1987) conceptualisation of meta-cognition; creative thinking was assessed in terms of Fluidity, Flexibility, Originality and Elaboration, following the Torrance Test procedures. The findings support the idea that children progress from simple ideas to more complex issues; a significant relationship between: a. some components of meta-knowledge (Monitoring and Evaluating) and drawing abilities; b. creative thinking and drawing ability; c. some components of meta-knowledge (Monitoring, Planning and Evaluation) and some aspects of creative thinking (Originality).
The role of British psychologists acting as expert witnesses: Myth and reality

M. BERRY, Chartered Clinical and Forensic Psychologist, Dept. of Psychology & Speech Pathology, Manchester Metropolitan University, J. RICHMAN, Professor of Medical Anthropology, Dept. of Health Care Studies, Manchester Metropolitan University & M. HOOPER, Research Student in Forensic Psychology, Dept. of Psychology and Speech Pathology, Manchester Metropolitan University.

Our paper explores the role of British psychologists acting as expert witnesses. It explores their workstyle, their motivation levels, their ethical stands, the role they are involved with, and where they present their work (e.g. Crown Courts and Tribunals). It reports findings from a detailed questionnaire based on 90 respondents. Several major concerns such as the role of high profile cases, court appearances, predictions and risk assessments and the affect such demands have on the psychologist. Our paper will also identify the ethical issues faced by British psychologists in public services and private practice. (Basically what they like and what they don’t like about their role.) We have identified five models of practitioners namely: ‘anticipatory second careerists’, ‘instrumentalists’, ‘full-time careerists’, ‘occasionalists’ and ‘sleepers’.

Child protection

M. TASKER, Community Partnership, Cheshire Constabulary.

Child protection involves protecting children from abuse. This abuse can occur in a number of ways and environments. Parents can abuse their children, strangers can abuse children as can teachers, doctors, nurses, child minders and so on and so on. Abuse not only covers acts such as physical assault (e.g. bruises, cuts, broken limbs), through to sexual assault such as rape or incest, but more covert forms such as emotional or psychological abuse such as the child being made to feel worthless or their self-esteem being destroyed but also covers acts such as neglect (e.g. where a child is not provided with adequate food, clothing or shelter) or emotional abuse, such as being present during incidents of domestic violence. Child protection agencies must have the individual child’s welfare as their paramount consideration. If the child is in ‘immediate danger’ then action must be taken to ensure the safety of the child. In relation to the investigation of child abuse, the police service tends to respond in one of three ways. Where the investigation must be carried out jointly with the local Social Services Department, then the investigation will normally be handled by the local specialist Child Protection Teams. For example, abuse committed by a member of the child’s family, e.g. a teacher, doctor, nurse, foster parent, etc. Where the child has been abused by a ‘stranger’ to the child group. These cases would not be investigated by either a uniformed officer or in the more serious cases, the CID. In some complex abuse cases, where it is suspected that a paedophile(s) is involved, the case may then be investigated by specialist paedophile units. Sex offender registration issues are normally handled by the local CID in conjunction with the National Probation Service and, where appropriate, other agencies such as the Social Service Department.

Critical reflections on the Framework for Assessment: Making the tactics of training and intervention in child protection explicit

S. WARNER, Consultant Clinical Psychologist and Research Fellow, Dept. of Psychology and Speech Pathology, Manchester Metropolitan University. This paper aims to critique current statutory approaches to child protection as reflected in the recently published ‘Framework for Assessment’ (Department of Health, 2000). This document deliberately locates children within their specific ecological context and this is to be applauded. However, it is my contention that this guidance is founded on a partial ecological model that continues to abstract assessment and intervention from a fully social understanding of practice. I argue that the ability to promote the welfare of children is not only a function of the child’s existing ecological system but of the professionals’ ecological systems and the relationships between these. The Assessment Framework, however, only offers a detailed description of the child’s ecology. I argue that this has potential negative consequences for the children we aim to protect. A premature focus on the child’s ecology can act to obscure the contributory effects of the professional’s ecology. Yet, the ways in which assessment and intervention are theorised and enacted has potentially profound consequences for the protection of abuse and co-operation between worker and client. I argue that when such factors are obscured this can lead to unreflective practice that promotes blame and obscures this can lead to unreflective practice that promotes blame and obscures opportunities for co-operation and positive change. Drawing on my work as an expert witness and a multi-agency trainer I demonstrate the benefits of adopting a more socially complete and reflexive approach to child protection. My aim is not to replace the Assessment Framework but to extend it by incorporating an explicit framework for raising relevant issues concerning
the worker’s ecology and the potential impact of these on the child protection process. Specifically, I outline a social worker training programme on the Assessment Framework. This was developed to address both the explicit triangle of concern (child’s developmental needs, parenting capacity, and family and environmental factors) and the implicit triangle of influence regarding the worker’s ecology. I conclude that it is only through adopting a strong process-orientated and fully social approach to assessment and intervention that our ability to enable the welfare of children will be increased and our potential to exacerbate harm will be reduced.

Objectives: Previous studies have demonstrated significant increments in handwriting size under the influence of alcohol in normal, non-alcoholic subjects. This might be due to alcohol acting on the central motor programme in such a way that only certain movements can be performed. Alternatively, alcohol might impair kinaesthetic or visual monitoring of movements. We hypothesise that alcohol affects kinaesthetic perception and thereby leads to an increase in handwriting size.

Design: The study employs a repeated-measure, non-alcoholic, design without placebo control, where the test battery is performed once before and twice after alcohol intake.

Methods: 36 participants were selected according to ethical guidelines. Tasks were designed to test degree of control as well as to separate visual and kinaesthetic feedback systems.

Results: Preliminary results will be discussed. Conclusions: The study contributes to our understanding of the mechanisms underlying alcohol’s impairment of motor behaviour. There are potential applications for the assessment of the degree of intoxication in future studies.

Using a dual-task paradigm to investigate the effects of asymmetry on two types of spatial processing P. BROWN, University of Strathclyde.

Objectives: Koslow (1987) proposed an asymmetry for the categorical processing of abstract relations (left hemisphere), versus the co-ordinate processing of metrics (right hemisphere). This study used a dual-task paradigm to investigate concurrent processing when the two tasks used the same or different hemispheres.

Design: A mixed design was used.

Methods: 45 undergraduate participants were randomly allocated to categorical or co-ordinate groups. Whilst tapping with their left or right foot the categorical group judged the relationship between the target squares, whereas the co-ordinate group decided whether the line would fit between the squares.

Results: A right hemisphere advantage for co-ordinate processing was found, but no hemisphere advantage for categorical processing, was found. There were no significant differences in RT when tapping increased the attentional demands of either hemisphere, though a pattern did emerge.

Conclusions: A lack of interference affecting processing does not support previous studies and suggests the right might be specific to verbal but not motor tasks.

Does a primacy effect exist when children are asked to form impressions of other children? G. CARMICHAEL, University of Strathclyde.

Objective: The present study investigated whether or not a primacy effect exists when children are asked to form impressions of other children.

Methods: 56 primary school children heard descriptions of two other children. The information in the descriptions varied. For half of the participants the positive information preceded the negative information for the other half the reverse. The participants gave their impressions via Likert rating scales and also in their choice of child to attend a weekend trip away.

Results: The results demonstrated a primacy effect. The participants consistently preferred the children whose descriptions presented the positive information before the negative as opposed to the children who were described in the opposite order. The results also indicated a negativity bias as the participants essentially formed a negative impression of all of the described children.

Conclusions: These findings provide insights into children’s formation of friendships and other types of peer-relations.

When does a social self concept become salient in young children? L. CAROLAN, University of Dundee.

Objective: To provide an insight into the development of the self concept in five, seven and 10-year-old children. The study aims to test the hypotheses found in Brewer and Gardner’s (1972) cross-cultural study of children conducted using adult participants. This previous study showed that priming subjects with ‘we’ or ‘us’ primes can result in more collective self descriptions than personal self descriptions. We aim to investigate these findings regarding children.

Design: The study uses an independent samples design (between subjects) design. There are two conditions; the first uses ‘we’ and ‘us’ primes and the second uses ‘it’ primes. The independent variable is the prime used and the dependent variable is the number of personal or social self definitions.

Methods: 30 five, seven and 10-year-olds were tested in each condition (15 boys, 15 girls). Participants listen to a story containing the appropriate primes and complete an adapted version of the 20 statement test (that is they complete only 10 ‘I am’ statements).

Results: Two one-way ANOVAs are used to analyse the results. The first investigates the main effects of the use of primes and the second, tests the main effects of age. Finally, two t-tests will be carried out.

Conclusions: Developmental psychology has addressed the development of the personal self concept in children, and Social Psychology has addressed the social self concept. The present study aims to broaden research to provide an insight into the development of the social self concept.

The relationship between National and European identity among university students in Ireland and Scotland J. CHAMBERS, Glasgow Caledonian University.

Objectives: The objectives of this study were to measure the salience of a European identity among university students and to measure the extent to which a dual National/European identity is apparent in Ireland and Scotland.

Design: Two questionnaires were used. One measured attitudes towards National identity and the other measured attitudes towards European identity. Counterbalancing was imposed to reduce order effects.

Methods: An opportunity sample of 60 students from Glasgow Caledonian University and a selected sample of 60 students from the National University of Ireland, Cork, formed the participant base for the study. Students were instructed to complete both questionnaires in a class setting.

Results: Preliminary analysis has shown a high level of National identity across both samples. In terms of European identity, however, the Irish sample has displayed a stronger European identity than their Scottish counterparts.

Conclusions: European identity is more salient in Ireland than in Scotland. Irish participants display a positive dual National-European identity.

The effects of counting patterns on making parity judgements across two different cultures C. CHAN, University of Dundee.

Objective: The aim of this study was to examine whether individuals’ own counting habits would influence their judgements in parity recognition tasks. The counting patterns of two different cultures (Korean and Britain) were investigated.

Method: 20 subjects were tested. Ten of them were born and raised in the British system, and 10 were Koreans who have spent a significant part of their lifetime in the Korean education system. The experiment employed a computer screen, on which were presented pictures of both cultures’ counting patterns, from 0 to 5. The subjects responded by means of two buttons where one of them represented an odd parity judgement and the other for an even parity judgement.

Results: The results show that the British participants had a faster reaction time as well as greater conformity of correct responses. The Korean data showed more fluctuation in responses.

Conclusion: These findings suggest that cultures cognitive representation of numbers have an effect on their judgement of parity. Individuals who have spent a prolonged period of time in a different culture should, therefore, learn to adapt to that culture’s approach to cognitive tasks, with their own cultural perception becoming less dominant.


Objectives: The objective of this study was to investigate whether stress during pregnancy is associated with having an infant born with an oral cleft. The main hypothesis was that the case group would have higher Perceived Stress Scale (PSS) scores than the control group.

Design: This was a between subjects experiment and the case group was compared against the control group to find out if there were any differences in their perceived stress during pregnancy.

Methods: The participants were selected on the basis of whether or not they had an infant born with an oral cleft (case group) or not (control group), with a total of 461 women taking part.
The PSS was used to compare the stress that participants experienced in their life during pregnancy.

Results: A one-way ANOVA was performed on the data, with the primary result being the case group's PSS scores were significantly higher than the control group's.

Conclusions: These results provide evidence to further the understanding of what causes the development of gestational diabetes. This understanding is necessary in order to help indentify preventative measures for this type of birth defect.

The role of working memory in visual selective attention
R. CLIFFORD, University of Dundee.
Objective: It has been suggested that working memory plays a major part in visual selective attention. De Fockert et al. (2001) tested the hypothesis that memory is crucial for reducing distraction by maintaining the prioritisation of relevant information. fMRI imaging confirmed that pictorial information was being processed more with a high working memory load, and thus potentially interfering with the name processing (de Fockert et al., 2001).

This study aims to test the validity of these results. The hypothesis being tested is that a high working memory load will result in distracting face information not being prioritised, thus making decisions as well as changes in brain electrical activity associated with greater processing of face information.

Design: A repeated measures design was used. The experiment had two factors, working memory load and type of attention display. Working memory load had high and low levels. Attention display had four levels, name and face congruent, name and face incongruent, name and face congruent and name and face incongruent and name and face incongruent and name and face incongruent. Method: Participants decided whether briefly presented names were either politicians or famous musicians. These names were presented on top of potential distractors of faces of politicians, famous musicians, or unfamiliar faces. Working memory load was manipulated by asking participants to remember either politician or musician names, or musician and politician names simultaneously.

Results: Behavioural measures revealed small effects of working memory load on musician / politician decisions as well as changes in brain electrical activity associated with greater processing of face information.

Conclusions: These results provide strong evidence that under high working memory conditions there was some distraction.

Flexible thinking in pre-schoolers
H. CLYDE, University of Dundee.
Objectives: The primary objective of the paper is to find out whether three-year-old children can inhibit information and switch from one sorting rule to another in a DCCS card sorting task. The hypothesis of the experiment is that three-year-olds cannot inhibit the first rule and continue to sort by the rule in the second sort.

Design: A study aimed at finding what causes three-year-olds' difficulty on the dimensional change card sorting task by Perner and Lang (2002) found that three-year-olds switch rules in DCCS card sorting tasks. The hypothesis is that the three-year-old cannot inhibit the first rule and continue to sort by the rule in the second sort.

Methods: Participants decided whether briefly presented names were either politicians or famous musicians. These names were presented on top of potential distractors of faces of politicians, famous musicians, or unfamiliar faces. Working memory load was manipulated by asking participants to remember either politician or musician names, or musician and politician names simultaneously.

Results: Behavioural measures revealed small effects of working memory load on musician / politician decisions as well as changes in brain electrical activity associated with greater processing of face information.

Conclusions: These results provide strong evidence that under high working memory conditions there was some distraction.

Personality, stress and susceptibility to the common cold
C. DEIGHAN & S. WARDEN, University of Edinburgh.
Objectives: The primary aim of this study was to investigate the influence of personality and stress on vulnerability to the common cold.

Design: The study was prospective, over an eight week period.

Methods: A total of 158 Edinburgh University students recorded daily symptoms of upper respiratory infection (URI). Baseline measures of the Big Five personality traits (Goldberg, 1999), life events, social support, perceived stress, daily hassles, coping, social activity and personal health practices, were completed. Stress and daily hassle levels were followed up every three weeks.

Results: Over the eight-week period, 84.6 per cent of the sample experienced a URI. Logistic regression analysis was used to examine the role of the above baseline variables in determining the occurrence of a cold episode. Higher hassles level and fewer hours of sleep were found to increase the risk of getting a cold. In addition, there was no evidence to suggest a multiple regression model, although the same variables predicted number of weeks affected by URI. Again, increased hassles was associated with more weeks affected by colds and a higher score on the coping style of Positive Reinterpretation and Growth was associated with fewer weeks affected by colds.

Conclusions: Stress measures were found to be predictive of cold episodes, suggesting it to be a better indicator of everyday immune function than the cold exposure associated with URI, despite links found between personality traits, health behaviours and stress.

Does the early bird always catch the worm? A study into the ability of late bilinguals in Spanish and English
I. FERNANDEZ-GRANDON, University of Dundee.
Objectives: The aim of this study was to examine the abilities of late or acquired bilinguals. It was hypothesised that bilinguals would perform similarly to monolinguals.

Design: This was a between-subjects experiment; Experiment 1 looked at speech errors and Experiment 2 using a tip of the tongue design.

Method: Experiment 1 involved speech errors collected in a natural setting from a first and second language with 15 participants all speakers of Spanish and English and data were collected in Spain and in Britain. In Experiment 2 tip of the tongue states were precipitated by providing definitions of low frequency words and asking for recall of words, there were six participants in each condition; first language English, first language Spanish and control.

Results: It was found that the same amount of tip of tongue states and correct responses were reported across all groups, with more correct responses in the first language Spanish condition.

Conclusions: This supports the hypothesis and has implications for language store models for bilinguals.

Attentional biases towards alcohol-related stimuli: Can they be primed? D. FORBES, University of Glasgow.
Objectives: An attentional bias towards alcohol-related stimuli has been found in heavier social drinkers. We test whether bias can be effected by (immediate previous) priming as well as (longer term) drinking history.

Design: A flicker paradigm for inducing change blindness was used in the first experiment employing 2x2 between designs (two n = 80s). Change-detection latency was measured for (F1) alcohol-related and neutral changes after priming with an alcohol/social prime. In Experiment 1 the primes were photographs on paper; in Experiment 2 they were questionnaires.

Methods: In both experiments, priming took place in the 10 minutes prior to the implementation of the Flicker paradigm (on an Apple G3 PowerBook). Participants then completed a drinking and demographics form.

Results: 2 x 2 ANCOVAs were carried out (alcohol consumption as the covariate) revealing non-significant priming effects that were directionally consistent with the prediction that primes might effect bias.

Conclusions: Power calculations reveal the need to increase sample size for a better test of this prediction.

Phase shifts to the benzodiazepine (triazolam) are attenuated pre-treatment with MDMA (ecstasy)
M. FORTE, University of Glasgow.
Objectives: The role of serotonin in regulation of circadian rhythmicity was investigated using 3,4-Methylenedioxyamphetamine (MDMA or ecstasy), a selective serotonin neurotoxin in animals and possibly in humans. The 80s).

Method: The study investigated whether phase shifts to the GABAAs agonist triazolam were significantly different in non-drinkers after repeated exposure to MDMA. Triazolam was administered to hamsters under an Ashcroft Type II paradigm at ZT6 before and after MDMA.

Results: Results showed phase shifts to triazolam were significantly attenuated following MDMA administration.

Conclusions: Results suggest that phase shifts to triazolam are mediated by serotonin. Serotonin is important in the regulation of circadian rhythms. (Antle, 1998). Depletion of serotonin can disrupt circadian rhythmicity, affect sleep and concentration, and be linked to depression. Implications of circadian disruption combined with the increase of ecstasy use amongst adolescents therefore suggest potentially serious effects of long-term MDMA use.
We, the Barbaricini, are as one, and so we are the true Sardinians! From subgroup entitativity to prototypicality

T. FRAU, University of Dundee.

Objectives: The study examines the relationship between subgroup prototypicality and entitativity within the context of an ethnic-regional group (Sardinians). It was predicted that the more a subgroup is perceived as a separate entity (prototypicality) the more it will be perceived as prototypical of the superordinate group of which it is a part.

Design: A cross-sectional design was used.

Methods: A questionnaire including items measuring both ‘entitativity’ and ‘prototypicality’ was completed by 130 high school students from Barbagia.

Results: Items measuring ‘entitativity’ and ‘prototypicality’ loaded on different factors. Both items loading on the ‘entitativity’ factor and items loading on ‘prototypicality’ factor form reliable scales. Correlation between entitativity and prototypicality is statistically significant. The impact of entitativity on prototypicality is statistically significant. Preliminary analysis revealed significant differences between these that are supposed to be related to specific aspects of the ‘entitativity’ construct are indeed loading on different factors, and that each factors is a predictor of perceived prototypicality.

Conclusions: Entitativity affects prototypicality in this specific type of regional-ethnic context. More evidence is needed concerning the applicability of findings to other regional-ethnic groups and to other types of groups in general.

Effect of pause length on rated social effectiveness of conversations involving a communication aid

E. GIARETTA, University of Dundee.

Objectives: Pauses within conversations can cause many problems. When using a computer screen to determine if pauses are inevitable. Previous research has shown a causal relationship between average pause length and ratings of social effectiveness, with ratings increasing as pause length decreases. This was shown in earlier work using a within-subjects design, which examined the effect of pause length in a normal person using a communication aid and natural speakers.

Design: To check whether effect might have been due to the whole range of pause lengths being presented to raters, the present study compared the effect of between-subjects design, where each of the 36 raters listened to three conversations in one condition.

Methods: Average pause length within three conversations was calculated, creating three versions of each on a CD with two, six or 10 second pauses.

Results: It appears that the pause effect has been replicated, showing that ratings of social effectiveness decrease as pause length increases.

Conclusion: The delivery speed of speech from the communication aid system is clearly something that future designers need to address in an attempt to improve people’s perceptions of users.

Does chemotherapy impair cognitive functioning?

J. GRAHAM, University of Dundee.

Objectives: Does chemotherapy affect cognitive functioning in patients with lung cancer.

Design: A prospective study was carried out to assess the effects of chemotherapy treatment on the cognitive functioning of patients with lung cancer. Patients were assessed before (baseline) and six weeks after the first chemotherapy treatment.

Methods: Six patients with lung cancer were recruited through-out-patient clinics in the Department of Medical Oncology at Ninewells Hospital, Dundee. Cognitive functioning was assessed using the Cambridge Neuropsychological Test Automated Battery (CANTAB), a well-validated set of tests shown to be sensitive to a wide range of impairments. All six subjects were tested at a baseline condition approximately 24 hours before they received their first treatment with chemotherapy; there were available for follow-up testing and were assessed six weeks later.

Results: Analysis was conducted using t-tests to compare performance across sessions.

Conclusions: Implications for understanding of side-effects of treatment will be discussed.

The relationship between impaired semantic memory and preserved autobiographical memory: Evidence from a single case study of early dementia

C. GRIEVE, University of Dundee.

Objectives: The primary objective of this paper is to examine the relationship between impaired semantic memory and preserved autobiographical memory as an effect of early dementia.

Design: The study will adopt a single-case design where each patient will complete a battery of tests to measure various cognitive abilities. The rationale for adopting this design is that it is a more powerful tool for examining neurological impairment. We examined between group of patients who are unlikely to share exactly the same pattern of impairment.

Methods: The study will test the abilities of one patient diagnosed with early dementia. Language tasks will determine various linguistic abilities. A range of tasks will measure spatial representation, category fluency, and the memory and temporal gradient of personal and impersonal information.

Predictors of sexual risk taking in gay and bisexual men

G. HAGGER-JOHNSON, University of Edinburgh.

Objectives: The aim was to explore the utility of an individual differences approach to understanding sexual risk taking in gay and bisexual men and to identify predictors of three types of sexual risk taking in gay or bisexual men: number of sexual partners, condom use and non-HIV testing.

Design: Data were collected using both paper and online questionnaires and analysed using multiple and logistical regressions.

Methods: A total of 529 (368 gay or bisexual men, 59 heterosexual women, 102 not from intended sample population) participants completed a questionnaire, self-reporting a selection of individual difference measures and their sexual behaviour within the preceding six months.

Results: Age and condom usage accounted for 15 per cent of variance in number partners in the previous six months (r = .38). Among men with casual partners, five predictors reliably distinguished between condom users and inconsistent users (knowledge, number of partners, conscientiousness, self-esteem and unrealistic optimism). The correct classification rate was 79.6 per cent. For men with a main partner, only four factors were selected to predict pre-cast at 58.0 per cent. Seven predictors classified 68.1 per cent of HIV testers versus non-testers correctly. These were number of partners, self-esteem, sensation seeking, body image, age, sexual orientation, perceived behavioural control and HIV testing behaviour of main partner.

Conclusions: The results are interpreted from a personality and individual differences perspective, and suggestions are made concerning the design of interventions and health promotion strategies.

Choosing to go to the doctor: Health-care seeking in elderly men and women

M. HALL & R. SLOAN, University of Edinburgh.

Objectives: The aim of this study was to identify psychosocial predictors of health-care seeking behaviour in the elderly and to compare the relative importance of these predictors with those from the middle-aged (30 to 60 years). The dependent variable was a measure of likelihood to seek health-care from the doctor. Other measures included perceived personal health, life satisfaction, attitudes towards health and ageing, social support, personality and demographic factors.

Methods: Self-report questionnaires were utilised in an elderly convenience sample of 106 over-65s and a comparison sample of 116 middle-aged adults (30 to 60 years). The dependent variable was a measure of likelihood to seek health-care seeking in the elderly but not in the middle-aged.

Conclusions: When choosing to go to the doctor, it appears that certain factors have a greater influence on older adults than younger adults once physiological data is taken into account. Implications for health-care interventions in the elderly will be discussed.

Psychoticism and intelligence

J. HENDERSON, University of Dundee.

Objectives: The aim of this paper is to investigate Eysenck’s claim that psychotism is negatively correlated with intelligence. In particular this paper seeks to determine if the correlation between the P-scale and intelligence can still be found when using ‘normal’ individuals. This paper will also investigate the idea that Eysenck found a negative correlation between the P-scale and intelligence simply because the ability to think creatively during psychosis is heightened.

Methods: The participants in this study consist of both male and female students from differing faculties within the University of Dundee. Each participant will complete an open-ended test designed to test divergent thinking, a version of Eysenck’s P-scale and the Advanced Progressive Matrices IQ test. The participants’ results on each of the tests will be correlated with each other to examine the relationship between divergent thinking, intelligence and psychoticism.

Results: At the present time data collection is still in process but if the hypotheses for this study are upheld it will suggest that Eysenck’s claim is wrong.

Neuropsychological functioning in young girls: A pilot study

L. JOHNSTON, Dept. of Psychiatry, University of Dundee.

Objectives: A comparison of the neuropsychological functioning of girls in middle childhood and adolescence.

Design: Six girls in two age bands were assessed on a well-validated set of neuropsychological tests.

Methods: Girls attending a primary and secondary school in an area where girls were invited to participate in the study. Six girls were screened with questionnaires and interviewed with the Kidd-SADS to ensure they did not meet criteria for any DSM-10 disorders, which could affect neuropsychological development. All children were rated as symptom-free and were assessed using a wide-range of tests from the Cambridge Neuropsychological Test Automated Battery (CANTAB). IQ was assessed using the British Picture Vocabulary Scale (BPVS) to document any relationship between IQ and neuropsychological functioning.
Development of social self in a collectivist country

C. KALOGIANNI, University of Dundee.

Objective: Our hypothesis stated that since children of collectivist countries are more dependent upon social groups than children from individualistic countries, the social self of Greek children will be found to develop at an earlier age.

Methods: The study was an extension of the studies by Sani, Bennett and Ferrier (in press) who have shown evidence that children start developing their social self between the age of five and seven.

Design: Our hypothesis stated that since children of collectivist countries are more dependent upon social groups than children from individualistic countries, the social self of Greek children will be found to develop at an earlier age.

Results: The two aims of this paper were to test primary groups on four maze conditions: two paper mazes and two cardboard model mazes. Materials used were two paper mazes and two cardboard model mazes.

Conclusions: These results suggest that identity NP is present during internal selection when the items are familiar. This supports Baylis et al.'s (1997) view that NP occurs during internal selection when participants have a template of the to-be-selected item. These results are consistent with the hypothesis that retrieval processes that mediate negative priming.

Associations between intelligence and frontal lobe function in healthy adults

A. MACKENZIE, University of Strathclyde.

Objectives: To examine the possibility of an association between intelligence and frontal lobe function in healthy adults. The rationale for this hypothesis was that intelligence is related to frontal lobe function in healthy adults, meaning that correlations derived from a measure of intelligence and measures of frontal lobe function.

Design: Following on from a number of prior studies, we have identified specifically for neurological patients of Duncan et al. (1996) and O'Connor et al. (2002), this study correlated a measure of intelligence with specific measures of frontal lobe function. These measures were obtained via the Wisconsin Card Sorting Test (WCST), the Verbal Fluency Test, and the Stroop Test.

Methods: 40 participants were tested, drawn from a random cross-section of the population in an attempt to test as full an intellectual range as possible. Each participant was administered the 1991 Culture Fair Test, followed by the Stroop Colour & Word Test, then the Verbal Fluency, or the Controlled Oral Word Association Test and then finally the Wisconsin Card Sorting Test.

Results: The Culture Fair Test provided a measure of g fluid intelligence. The other three tests each provided a score or variable commonly accepted to be a good indication of frontal lobe function. Pearson correlations were performed between g and each of the measures of frontal lobe function, and it was found that each test of frontal lobe function correlated significantly with g.

Conclusions: The significant correlations in this study suggest that intelligence may well be a localised function of the frontal lobes. Further research is needed to examine whether similar correlations can be made between intelligence and other individual brain areas, but the strength of the correlations found in this study suggest a significant specific association between intelligence and the frontal lobes.

Effect of alcohol on opposite sex facial attractiveness.

Psychological or pharmacological?

A. MacBETH & M. HANNA, University of Glasgow.

Objectives: Others have shown that participants consuming alcoholic drinks rate opposite-sex faces as more attractive than participants not consuming alcohol. We test whether this derives from a pharmacological action of alcohol or from knowledge that alcohol has been consumed.

Methods: A total of 75 participants, aged 65 and over, completed a questionnaire on their own or with one-to-one assistance.

Results: It was established that separate models of use are required for users and non-users. A preliminary model of computer use for older people was formed, but no adequate model was found for those with no experience.

The effect of alcohol on opposite sex facial attractiveness.

Design: A 2x2x2x3 factorial, double-blind, balanced-placebo design was used. The between factors were Sex (male, female), Expectations (Alcohol Reality; within factors were Sex of Face and category of Attractiveness.

Results: Four-way ANOVA interaction showed a pharmacological attractiveness enhancement effect for female faces in the lowest attractiveness category.

Conclusions: Although the results from the earlier experiment were not replicated in detail, there was a suggestion that enhancement effects deriving from alcohol's pharmacology not participants' psychology.

A return to negative priming: Evidence for a template in internally generated selection

L. McCAW, University of Abertay.

Objectives: Negative priming (NP) is the finding that responses are slowed to stimuli which were previously ignored or selected against. This finding has been replicated many times using external selection tasks, where subjects are instructed to select an item according to a pre-specified rule. However, other research (Baylis, Tipper & Houghton, 1997) has also demonstrated that location-based NP is not present when items are novel and subjects use internal selection (are free to choose which item to select), as opposed to external selection. The aim of this study was to examine whether identity negative priming is also present during internally generated selection.

Methods: The study was a 2x2 within-subjects analysis of variance (ANOVA).

Results: 40 participants were tested, drawn from a random cross-section of the population in an attempt to test as full an intellectual range as possible. Each participant was administered the 1991 Culture Fair Test, followed by the Stroop Colour & Word Test, then the Verbal Fluency, or the Controlled Oral Word Association Test and then finally the Wisconsin Card Sorting Test.

Effects of cancer on cognitive functioning

A.N.M. KEITH, Dept. of Psychiatry, University of Dundee.

Objective: The aim of this study was to document the cognitive function of cancer patients in order to demonstrate any relationship between cancer and alterations in cognitive function.

Design: The cognitive function of patients, newly diagnosed with cancer, was compared with that of age and sex matched controls in order to document cognitive impairments associated with having cancer.

Methods: Eight cancer patients (seven lung cancer and one ovarian cancer) were recruited through the Department of Cancer Medicine; patients with Chronic Obstructive Airways Disease were recruited, as controls, through the Department of Respiratory Medicine at Ninewells Hospital, Dundee.

Cognitive function was assessed using the Cambridge Neuropsychological Test Automated Battery (CNTAB), a well-validated battery of tests, used extensively to document cognitive impairments associated with many medical conditions.

Results: Independent samples T-tests and Analysis of Variance of Repeated Measures were used to compare the cognitive function of the patient group and the controls. Some control data was taken from a substantial database of normative values, cross-referenced for age, sex, and I.Q. The small sample size does not allow for a statistical analysis of our results. Despite this, some conclusions can be made.

Conclusions: Conditional to recruiting a larger group of patients, with and without cancer, it is possible to make some preliminary statements. Cancer patients show some cognitive impairments, which are most pronounced in the areas of attention and memory. The small sample size does not allow for statistical validation of the results, however, the preliminary findings suggest that further research into the effects of cancer on cognitive function is warranted.

Variables affecting computer use in older people

R. LUFF, University of Dundee.

Objectives: The two aims of this paper were to explore the factors that affect the likelihood of people over 65 using computers in the future, and to highlight some of the problems of using current idade scales with this age group.

Design: A multivariate design was used. The dependent variable was the score on a computer self-efficacy scale, which was designed to measure the likelihood of older people using computers in the future.

Methods: A total of 75 participants, aged 65 and over, completed a questionnaire on their own or with one-to-one assistance.

Results: It was established that separate models of use are required for users and non-users. A preliminary model of computer use for older people was formed, but no adequate model was found for those with no experience.

The effect of alcohol on opposite sex facial attractiveness.

Psychological or pharmacological?

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Religiosity and global self-esteem in a Scottish population
E.A. McNAMAAE, University of Strathclyde.

Objectives: This study aimed to identify factors of religiosity accounting for the variance in global self-esteem scores of religious individuals in a Scottish population. It included an exploration of the relationships between collective self-esteem variables and global self-esteem. The study was based on the theoretical model of coping and it was proposed that those factors accounting for variance in self-esteem scores might have applied relevance to religious individuals across levels of self-esteem.

Design: This study was a one-shot mail survey which used a non-probability accidental sampling technique.

Methods: A total of 312 participants from Roman Catholic, Church of Scotland, Islam, Sikh were recruited. Frequency of personal prayer, attendance at place of worship was measured, along with collective self-esteem and its four constituent factors (private, public, identity importance and membership) and global self-esteem.

Results: When all participants were included, a number of significant correlations were found. Stepwise multiple regression analysis identified two predictors of self-esteem: public and membership variables. ANCOVA calculations revealed significant differences between groups for all covariates however both the membership and public factors were still highly related to global self-esteem in all groups.

Conclusions: The results suggest that the public and membership factors may be applicable to all groups, with increasing self-esteem levels in religious individuals. ‘Self-schemas’ were offered as an explanation for the main predictors found and the differences shown between groups, if one looks at the self as categorised together and individuals are members of their respective religious groups for a long period of time, then this may result in a high correlation between self-identity in light of religiosity (collective self-esteem) and global self-esteem. Frequency of personal prayer and attendance at place of worship were measured, along with collective self-esteem and its four constituent factors (private, public, identity importance and membership) and global self-esteem.

An attentional bias study of scene to make sense be viewed within a 3D array, however, if viewed the child to make sense of the landmark it must when faced with 3D displays. It may be that for different from each other for both insomniacs and non-insomniacs. Using the ICB flicker paradigm, we hypothesise demonstrated that sleep-onset insomniacs report cognitive arousal as being of great concern.

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was replicated as closely as possible from Freedman and Martin's (2001) study. This test was used to assess the participants' ability to retain phonological and semantic information in the long term memory. A battery of semantic tests were used to assess the participants general semantic ability and consisted of a vocabulary subtest, Peabody Picture Vocabulary test and semantic fluency task. A battery of phonological tests were used to assess the participants general phonological ability and consisted of a word list span, digit span, phoneme deletion and verbal fluency tasks.

Results: The results of the battery tasks show that the dyslexics did have deficits, compared with the control group. The results of the paired associations and word list tasks show the dyslexics performed well on all the semantic and phonological related tasks. The unrelated tasks produced significantly lower performance levels for each task.

Conclusions: It was concluded that the dyslexics used semantic components of STM, as well as phonological components, when learning novel information. It was also concluded that the participants were worse at learning novel phonological information than they were at learning semantic information, but only slightly. Semantic information was easier to retrieve as it had higher imageability than phonological information.

What's psychoticism got to do with it? Eyseck's personality inventory and the concept of the 'addictive personality'

B. O'REILLY, University of Dundee.

Objectives: Previous research has highlighted the personality trait of Psychoticism as a predictor of drug use.

Methods: A total of 35 alcoholic dependant participants were recruited from a treatment centre, and 20 opiate addicts were selected form a Methadone centre. An additional 35 control participants were recruited. Eyseck's PENSIL inventory was administered on two separate occasions.

Results: Elevated scores on the P Scale for the alcoholics were found, but these were not due to inconsistency. Opiate addicts obtained significantly higher scores than the Alcoholic Dependent groups, as well as the controls. What was intriguing is that the Alcoholics and controls demonstrated scores significantly higher than the Alcoholic Dependent groups. These results were replicated as closely as possible from the Neuroticism scale.

Conclusions: The results of this study suggest that people in better psychological health are more likely to exercise; is redundant. Whether people exercise to feel better, or that they simply do not know how to spell homophones is another issue. People in better psychological health are more likely to exercise; is redundant.

Developmental changes in executive functioning from middle childhood to adolescence

E. PLATT, University of St Andrews.

Objectives: Research has shown that children show changes in executive functioning tasks from the Cambridge Neuropsychological Test Automated Battery (CANTAB) between the ages of four and eight years (Luciana and Nelson, 1998). This study examined children’s performance on these tests from the ages of seven to 14.

Design: A group of dyslexic children were assessed on a number of tests with a prominent executive functioning component.

Methods: Two children in each of eight age categories (seven to 14) were identified from the registers of two schools and screened using questionnaires and the Kidi-SADS interview to ensure they met the criteria for any ICD-10 disorder. Children were assessed using a GoNoGo test in isolation and on the Spatial Working Memory, Lookings of Cambridge, and attention set-shifting tasks from the CANTAB battery.

Results: Data were divided into four age-bands for analysis, seven to seven; eight to nine; ten to 11; 12 to 13, and 14 to 14 years. Results suggest age-related progression in executive function at specific age points will be discussed.

Spelling homophones: Performance or competence errors?

J. L. PRIMROSE, University of Dundee.

Objective: Previous studies (Bonin et al., 2001) suggest that people spell homophones (words with same sound but different meaning, sail/sale) more often incorrectly than similar non-homophones (nail). However, it is unclear why. Two hypotheses were tested. One hypothesis is that people know the correct spelling of homophones, but sometimes retrieve an incorrect spelling because the orthographic processor goes astray (performance error). Alternatively, homophones are misspelled because people simply do not know how to spell homophones (competence error).

Design: A latin square design was used. Type of word (homophone vs. control) and task (speeded vs. non-speeded) were treated as within-participants variables.

Methods: Participants had to spell homophones and similar control words in two spelling tasks. A non-speeded task which tested participants' competence and a speeded task, which tested participants' performance.

Results: More homophone errors were made in the speeded task (6.4 per cent) than in the non-speeded task. The difference for non-homophones was very small (2.2 per cent vs. 1.4 per cent).

Conclusion: The results indicate that homophones are more prone to errors than non-homophones as a result of performance errors. An investigation into the effects of complete hippocampal lesions on allocentric and egocentric spatial memory tasks

L. REID & J. RUMBOLL, University of Edinburgh.

Objectives: This study was conducted to investigate the claim made by O'Keefe and Nadel (1978) that only allocentric learning should be affected by hippocampal lesions and egocentric learning will remain intact as this strategy lies outside the hippocampus.

Design: A mixed design was used to investigate whether rats would be impaired on an allocentric or egocentric task following complete hippocampal lesions.

Method: The study used a maze consisting of three - mazes connected by a central platform. Eight male Lister Hooded rats were first habituated to the maze and then trained on an allocentric spatial memory task.

Results: For the allocentric group, the lesion group were significantly impaired on post-operative stages, F(1,6)=8.90, p<0.05 while shams were not impaired. No consistent delay between sample and choice did not affect or act to improve the performance by the lesion group. There was no performance difference between the sham and lesion group with respect to the egocentric task.

Conclusion: Our hypotheses are supported by our findings. An important aspect of this study was found for the egocentric task, thus, egocentric strategies lie outside the hippocampus. Allocentric strategies appear to exist within the hippocampus as impaired performance in the shag group on an allocentric task, again supporting the claim by O’Keefe and Nadel.

Do children have the same cognitive understandings of their identity as adults?

F. ROBERTSON, University of Dundee.

Objectives: As an adult, one’s social identity – our sense of who we are and what we are worth – is ultimately bound up with our group membership. Stereotypes have always been an important aspect of group distinction; when we stereotype people we attribute to them certain characteristics that are not shared by themselves or most of their fellow group members. Is this the case for children as well? When thinking about the normative aspects of group membership, do children focus on the same characteristics of their identities as adults? When does the ability to perceive the self in terms of the stereotypical characteristics of the gender in-group develop?

Methods: A sample of 83 children participated in the study. The children ranged from five to seven years and attended either a lower class, in Reception or a social class, primary school (Methilhill) or an upper class school (Lawhead).

Results: The results show that social class did not emerge as a significant factor. However, they did show boys rated themselves more tough, polite and big after rating girls. And girls rated themselves as more helpful and shy following the rating of boys. However, in the case of the trait ‘polite’ the boys rated themselves as more polite following the opposite sex becoming salient. Furthermore, increasing age was associated with more drastic variations between the boys rating themselves in isolation and when comparing themselves with the opposite sex.

Conclusion: The results of this study demonstrate that conceptions of ingroup identity vary as a function of the comparative context. Five-year-olds seem to occupy, in some respect, the cognitive capabilities required to demonstrate sensitivity to relative contexts.
Weak central coherence theory of autism: A test of the specificity and uniqueness claims of the central coherence deficit in autism and in Down’s syndrome

A. SHAHID, University of Strathclyde.

Objectives: A study was conducted to examine the central coherence deficit in autism (as posited by weak central coherence theory: Frith, 1989; Frith & Happé, 1994; Happé, 1999a, b) on two cognitive measures: (1) Language skills, (2) with Down’s syndrome. This group is suitable as a valid comparison group because, first, the etiology is clear and unambiguous; second, clearly differentiated from the etiology of autism.

Design: A two by three mixed design. Between-groups with two groups of participants: autism and Down’s syndrome. The repeated measures factor was three tasks measures. These were measures of local advantage (Block Design task (BD) from the WISC scale); of global advantage (a Serialisation Task, ST) and local-global precedence (a modified Rey Complex Figure; RF).

Methods: A total of 18 participants were involved: children with autism (n = 9) and children with Down’s syndrome (n = 9), matched in verbal ability scores obtained via the British Picture Vocabulary Scale (BPVS). Specificity was investigated by examining the pattern of performance on the three different types of tasks. Uniqueness was examined by a comparison of the autism and the Down’s syndrome group on each of the three tasks to the performance by the Down’s syndrome group.

Results: The results showed significant differences in the educational material did not significantly affect the play behaviours, however the type of toy did.

Conclusions: The mother’s educational perceptions of the toys did seem to have some significant effect on the play interaction. Mothers produce similar play behaviours for both the toys that are wooden and plastic but they do display more ‘teaching’ play behaviours with those toys they regard as educational than with those they view as ‘play objects’.

Intact language skills, yet no speech: A report on the effects of a severe stroke

N. ROBINSON, University of Dundee.

Objectives: The effects of a severe stroke on an elderly patient were investigated. Design: A case study. As a feature of the stroke, the patient was left severely disabled and without speech, requiring testing methods to be adapted appropriately.

Method: Assessments of short and long term memory, reading, sentence comprehension and numerical ability were given over a number of sessions.

Results: Initial results suggested that despite damage to the area which controls speech, the patient retained her life-span memory, face and name recognition skills, ability to read, and understanding and expression of emotions. Two areas of interest were noted. Sentence comprehension tasks were answered at random and the patient refused to attempt numerical tasks.

Conclusions: It was found that despite the patient having no speech, many language skills remain intact. These findings support other research suggesting different areas of the brain are responsible for different processes, and while some can be damaged others can function normally.

Vive la différence? An exploratory study into the framing of differences between social groups and perceptions towards intergroup merger

R. SARGENT, University of Dundee.

Objective: In a questionnaire based study, the portrayal of differences between social groups was investigated to test whether this framing could prime ingroup attitudes towards a partial merger with a relevant outgroup.

Method: The sociolinguistic context utilised concerned the possibility of students from the University of Dundee (the ingroup, n = 60) working with students from the University of St Andrews (the outgroup) in small academic study groups. As such, it was postulated that when intergroup difference is framed as positive (beneficial) members would express significantly more positive attitudes towards the group merger than when this difference is framed as negative (detrimental). Further, it was predicted that these merger attitudes would then transfer to perceptions of outgroup members.

Results: Preliminary results suggest that alternative interpretation is needed.

Conclusions: Alternative explanations will be presented in the paper.

The impact of parental stress and mood on language development in young children

F. SMITH, University of Aberdeen.

Objective: This study investigated whether parental stress or depressed mood has an effect on the language development of young children. It was hypothesised that mothers who are stressed or depressed will show poorer parenting techniques in aiding language development, which leads to lower scores on the BPVS, testing children’s language skills.

Design: A between-groups design was used with– depression and stress status as well as infant gender as Independent variables and mean length utterances (MLU) of text read by mothers and extra-textual utterances expressed by mother and infant as Dependent variables.

Methods: 42 mothers and infants were videotaped reading a storybook. Groups were matched on a large number of potentially confounded variables, including maternal depressed (sub-clinical), eight as stressed. Mothers responded to the BDI II and PSI and children took the BPVS test.

Results: MANOVAs revealed support for the hypothesis that children (particularly male) of depressed mothers will show lower scores on language development. Children of depressed mothers did not show this trend. There was a significant interaction between mood of mother (depressed/stressed) and gender of child with regard to the child’s MLU.

Conclusions: This study shows that language development, as measured by MLU is affected by maternal mood state, namely depression but not by maternal stress. Further research will establish the long-term implications of these findings.

Assessing the influence of the media on the eating attitudes and body image in 10-year-old boys and girls

J. SMITH, Glasgow Caledonian University.

Objective: The primary objective of this study was to measure the eating attitudes and body image in ten year old boys and girls and the influence of the media on these two factors. The main hypothesis of the study was that girls as young as 10 will be more self critical of their own body than boys of the same age. Girls are also expected to show a greater concern with their body weight and weight control behaviour. Also it is predicted that girls will score the highest on measures of body image, the current figure and a greater desire to be thinner than boys of the same age group.

Method: The present study is an amalgamation of Thelen’s (1992) body image and eating attitudes questionnaire and Thompson’s (1999) media influence questionnaire. This study also used Williamson’s body image assessment for children and the use of focus groups. The sample
consisted of 35 males and 35 females, ranging from 8.5 months to 10.3 months, comprised of pupils from a middle class catholic school in Scotland.

**Results:** The data were analysed using Chi squared tests, independent t-tests, and multivariate analysis of variance. Results of preliminary analyses will be discussed.

**Conclusions:** These findings will provide insight into the development of body image, and particularly the way in which body image is gendered.

Is there a brain mechanism specific to social attention?

E. TESSLER, University of Stirling.

**Objective:** The current study asks whether a specific brain mechanism exists for social attention.

**Design:** Behavioural studies using the Posner Cueing Paradigm show that reaction times for the detection of a target are faster when a stimulus cues the location of the target, an effect that occurs for both social and non-social cues.

**Methods:** We used Event-Related Potentials to compare the neural correlates elicited by attention in the context of social and non-social cues. Fourteen students undertook a computerised Posner Cueing Paradigm in which either social (face), or non-social (dots), stimuli cued the likely location of a target.

**Results:** Electrophysiological responses to targets were obtained from 64 scalp-electrodes. Differences were found in the amplitude and latency of the neural response to cued compared to uncued targets, with similar results for social and non-social cues.

**Conclusion:** Preliminary findings suggest that the same brain mechanism is engaged by social and non-social attention.

Is an image worth a thousand words? Facilitating Bayesian inference with diagrams

D. WEIDLICH, University of Edinburgh.

**Objectives:** The aim of this study was to test whether solving probability problems based on Bayes' theorem can be facilitated by presenting the information as diagrams and whether this effect interacts with individual preference for verbal or imagistic representations of information.

**Design:** Participants were tested in four within-subjects conditions using text- and diagram-versions of Bayesian problems in frequency- and probability-formats. Materials were presented in four between-subjects orderings to control for serial position effects. Number of correct solutions was used as the dependent variable.

**Methods:** A total of 60 university students were selected by random sampling. Each participant first took the computer-based Verbal-Imagery Cognitive Styles test (Peterson, 2003) and then solved eight Bayesian problems presented in printed form with pen, paper and pocket calculator.

**Results:** The probability-diagram format significantly improved performance compared to the probability-text version (z = 2.13, n = 60, p < .05), whereas the frequency-diagram format did not. There was no significant correlation between the verbal-imagery ratio of cognitive style and a corresponding ratio calculated from performance in diagram- and text-conditions.

**Conclusions:** The results suggest that diagrammatic representations may facilitate Bayesian inference when they emphasise the computational structure of the problem and this effect, at least under certain conditions, is independent of individual preference for verbal or imagistic representations of information.

The influence of attentional modulation on the induced motion after effect

H. WILLIAMS, University of Dundee.

**Objectives:** Recent research of the motion after effect has aimed at attempting to understand how high order effects influence visual motion processing. This study investigates how attentional load influences the perceived duration of the motion after effect. It is hypothesised that increasing attentional load will decrease the duration of the MAE.

**Design:** 20 participants took part in a study looking at the induced MAE and the resultant effects of diverting attention. The experimental design consisted of one within subjects factor (also the independent variable) of attentional modulation with three conditions: ascending count, descending count, no count.

**Methods:** The dependent variable was the perceived duration of the MAE.

**Results:** 20 participants (18 male, two female) from the University of Dundee between the ages 19 to 23 took part in the study. The experiment took place in the Faculty of Psychology Vision Lab containing a completely darkened room with a stimulus display monitor, headrest, and a joystick (to record direction and duration of MAE). The participants took part in two trials of the three conditions and the duration of the perceived MAE for each condition was recorded.

**Results:** The MAE duration data from each condition was interpreted using a one-way within subjects analysis of variance. The results demonstrated a robust null effect, with no significant differences between any level of the within subjects factor.

**Conclusions:** It is suggested that attention may be facilitated at different loci within the visual system and that certain aspects of visual motion processing are pre-attentive. In conclusion, a further investigation is outlined that will allow a crucial distinction to be made between adaptation/test conditions and the level at which attention influences visual processing.

Perception and awareness of crime in two University populations

J. WILSON, University of Dundee.

**Objectives:** In this study a questionnaire was utilised to measure how people felt about crime; questions were asked about worry, likelihood of becoming a victim and knowledge of how many crimes were committed in 2001, per 10,000 of the population, or per 10,000 vehicles.

**Design:** The study is questionnaire based and is a quasi-experiment; dependent variables are measures of worry and likelihood of becoming a victim of crime in the next year, also estimations of crime levels. Independent variables are the two nationality samples used the personality type and University were also considered as possible variables relating to worry and likelihood, and results of these analyses will be discussed.

Development of non-executive aspects of cognitive functioning in young girls

K.F.C. WOOLLEY, University of St Andrews.

**Objectives:** Most research exploring developmental changes in cognitive functioning have focused on executive aspects of functioning. This study aimed to document whether children show developmental changes in non-executive aspects of functioning.

**Design:** 16 children aged between seven and 14, two in each of the eight age categories, were assessed on a range of well-validated tests.

**Methods:** 18 children were identified from the registries of two schools and were invited to participate in the study. All consented and were screened using the Strengths and Difficulties Questionnaire and Kidi-SADS interview to ensure they did not meet criteria for any psychiatric disorder which can affect cognitive development. Children were subsequently tested on tests of Simultaneous and Delayed Match to Sample, and Paired Associates Learning from the Cambridge Neuropsychological Test Automated Battery (CANTAB).

**Results:** Data were divided into four age-bands for analysis: seven to eight; nine to 10; 11 to 12; and 13 to 14 years. Results suggest a trend of a critical threshold age of eight years for the development of non-executive functioning.

**Conclusions:** Pattern and spatial non-executive disorder appear to develop as independent components of cognition. The nature of the mechanism involved at eight years of age could be considered in future research.
Sex differences in subject preference: a children and teacher’s perspective

C. GRAY, D. KNIFE & H. LEITH, Stramills University College, Queen’s University Belfast.

The present study reports data from a questionnaire survey aimed at exploring gender stereotypes in the subject preferences of a group of children aged six to eight years old. Data was collected from 651 children (319 boys and 332 girls) and 57 Year 3 teachers from 25 primary schools in Northern Ireland. Children were asked to indicate their subject preference by placing a list of eight taught subjects in order of preference from 1 (most-preferred) to 8 (least preferred). Teacher perceptions of boys and girls subject preferences were also sought. Analysis based on descriptive statistics showed no discernible pattern of gender differences in children’s subject preferences; with almost equal proportions enjoying most academic and non-academic subjects. In contrast, teacher perceptions were strongly stereotyped along traditional lines, with boys thought to prefer maths, PE and science, and girls to prefer art and English. The implications of these findings are discussed.

The 2003 Annual Conference


PRESIDENTIAL ADDRESS

Doing clinical psychology research: What is interesting is not always useful

G.C.L. DAVEY, University of Sussex.

This paper discusses some of the recent developments in our understanding of some important anxiety-based psychological disorders. These include pathological worrying, specific phobias and the role of the disgust emotion in psychological disorders. Research in all three of these areas has led to a better understanding of: (1) why people worry excessively; (2) why people acquire irrational fears and phobias; and (3) how the disgust emotion can interact with anxiety to facilitate a range of disorders, including small animal phobia, contamination fears, and hypochondriasis, and can also play a role in eating disorders. It is argued that clinical psychology research is best pursued by psychologists who prefer maths, PE and science, and girls to prefer art and English. The implications of these findings are discussed.

INVITED SPEAKERS

Levels of processing: Past, present...and future?

F. CRAIK, Rotman Research Institute, Toronto, Canada.

Craik and Lockhart (1972) published an article entitled 'Levels of processing: A framework for memory research' which has been influential in both theoretical and experimental studies of human memory. In this paper I first briefly survey some enduring legacies of that article and address some common criticisms. In the next section I discuss and illustrate a number of empirical issues, including the problem of developing an independent measurement of 'depth' of processing; physiological markers may provide some help in this respect. I will present some data that appear to make the notion of consolidation necessary in theories of encoding processes, and also illustrate how levels of processing (LOP) play a role in encoding, retrieval, and in their interactions. The role of LOP in implicit and explicit memory paradigms will also be discussed and illustrated. In the final section I offer some thoughts on such related theoretical ideas as levels of representation and levels of control, also on the interactions between the person and the environment in memory processes. I will close with a brief discussion of a possible continuing role for the levels of processing ideas in memory research.

On the general effectiveness of groups: Motivation gains in groups

N. KERR, Michigan State University.

A longstanding question in social and organisational psychology is concerned with the relative effectiveness of groups vs. individuals as decision makers and problem solvers. Most empirical attempts to address this question over the first century of scientific psychology have implied the inferiority of groups. Examples include: (a) greater impulsive and violent behavior in crowd/mob settings; (b) a tendency for groups to polarize individual preference; (c) greater competitiveness in intergroup (vs. interindividual) settings; and (d) suboptimal productivity in most group performance contexts, attributable in part to a tendency for group members to exert less effort — i.e. to socially loaf — in groups. While granting these (and other) deficits in many group performance contexts, I will argue that there is no inherent or general inferiority of groups, and will use our own recent work on the Köhler effect — one of a number of group motivation gains — to support that argument. After briefly reviewing our initial research which replicated the Köhler effect, I will describe some of our more recent work which begins to illuminate the psychological processes underlying this effect. Such a focus on process will reveal that group performance settings can as easily give rise to performance enhancing as to performance degrading processes.

The closing of the group mind and the emergence of group centrism

A. KRUGLANSKI, University of Maryland.

Among the manifold functions that groups serve for individuals, few are more fundamental than a sense of 'social reality' a group membership affords. Participation in some form of group life lends coherence to what otherwise would be a jumble of stimuli and events and bestows a sense of purpose on one's very existence. But whereas 'social reality' is fundamentally important to persons in general, it may be more important to some people than to others. Not all persons crave certainty to the same degree, nor is everyone lost to the same degree without order, coherence, or a sense of purpose. Too, the same person may desire these qualities to different degrees in different situations. Presently reviewed theory and research explore the effects of individual and situational differences in value attached to 'closure' and certainty on a variety of fundamental group processes. Departing from the assumption of a parallelism between epistemic process at the individual and group levels of analysis, a set of hypotheses is derived converging on the notion that an elevated need for cognitive closure effects a syndrome of interrelated group phenomena, collectively describable by the label of 'group centrism'. Such syndrome includes group members': (1) consensus boundness; (2) rejection of opinion deviates; (3) emergence of an autocratic leadership; (4) distaste for diversity; (5) in-group favoritism and outgroup-derogation; (6) close mindedness to alternative cultures; and (7) conservatism and the
stabilisation of group norms. Evidence for ‘group centrism’ under need for closure derives from a group of number of empirical studies conducted in laboratory and field settings and at diverse international locations. The suggestion is made that the ‘group centrism’ findings obtained in the literature and analysis of academic research may afford psychological insights into significant real-world phenomena related to the emergence of totalitarianism.

Genetic predictions: From curse to control?
T. MARTEAU, Kings College, London.

Purpose: To describe some of the psychological processes by which one might be learning of a genetic predisposition to illness.

Background: Genetic tests may increasingly be used to predict common conditions such as heart disease, cancers, conditions that are potentially preventable and treatable as well as untreatable ones, such as Alzheimer’s disease. This prospect has generated concern about the risks associated with such genetically-based predictions of illness will instil helplessness, as well as optimism that it will motivate the adoption of risk-reducing behaviours.

Key Points: Genetic causes, as distinct from environmental and behavioural causes of illness, are generally seen as ‘outside’ factors that are uncontrollable. Yet from the few studies conducted to date there is little evidence that learning of a genetic predisposition causes that are then uncontrollable. Equally, there is little evidence that it motivates the adoption of risk-reducing behaviours. Learning of a genetic predisposition may, however, seem to reinforce biological as opposed to behavioural ways of reducing risk. The extent to which genetic predictions may influence behaviour control may, therefore, depend upon whether identified risks are reduced by biological (e.g. medication) as opposed to behaviour methods (e.g. increasing levels of physical activity).

Conclusions: Genetic predictions seem neither to engender a feeling of being cursed nor do they necessarily influence actions of control. There is little evidence available suggests that genetic predictions activate similar processes to those activated by predictions based on other biological markers of disease, processes that keep fear manageable and reflect the operation of common-sense representations of the link between the nature of a threat and its management.

Genetics, genes and genomics
R. PLOMIN, Social, Genetic & Developmental Psychiatry Research Centre, Institute of Psychiatry, Kings College London

Purpose: The purpose of this lecture is to provide an overview of psychological research on genetics. The lecture now emphasis on qualitative research such as twin and adoption studies, genes (molecular genetic attempts to identify genes) and genomics (understanding the function of genes).

Background: We are rapidly approaching the postgenomic era in which we will know all of the three billion DNA bases in the human genome sequence and all of the variations in the genome sequence that are ultimately responsible for genetic influence on behavioural disorders and dimensions. Unparalleled advances in the generation of new knowledge will have a major impact on psychology, most of what is known so far about genetics and psychology comes from quantitative genetic research.

Key Points: Quantitative genetics has been described as a science that plays an important role throughout psychology to investigating, for example, the developmental interface between nature and nurture. Progress in identifying specific genes responsible for genetic influence has been slower than most experts expected, but some relevant genes have been identified, for example, for dementia, reading disability and hyperactivity. The future of genetic research lies in finding out how genes work (functional genomics).

Conclusions: Genetics is an important throughout psychology. As specific genes are found that are responsible for this genetic influence, DNA will revolutionise psychological research and treatment. The future of psychology that pathways between genes and behaviour may be studied at the top-down psychological level of analysis (behavioural genomics) and at the bottom-up molecular biological level of analysis.

Memory – how important is it?
B. WOODS, University of Wales Bangor.

Purpose: This paper challenges the view that the changes in memory function associated with dementia in an older person are necessarily a cause of suffering or tragedy, from the perspective of the person with dementia.

Background: The prevalence of the dementias (including Alzheimer’s) increases with advancing age. Initially, the stage of cognitive impairment noted typically involves memory, specifically new learning. Diagnosis is increasingly made at ‘Memory Clinics’, where the effects of newly available medications on memory and cognition may be monitored. In recent years there has been a major shift in psychological research on dementia, focusing with the impact on family caregivers (‘the forgotten sufferers’) towards a concern with the perspective and experience of the person with dementia.

Key Points: In evaluating well-being and quality of life in people with dementia have enabled the association of aspects of dementia to be examined; the findings suggest that extent of cognitive impairment is not necessarily a good predictor of the person’s life quality. The relationship between memory with ‘insight’ and ‘awareness’ is similarly not simple; the application and utility of these terms require careful examination.

Conclusions: While memory loss may not be seen as desirable, the experiences of people with dementia suggest that it is possible to find ways of coping and adapting, in a supportive social environment.

AWARDS AND MEMORIAL LECTURES

AWARD FOR OUTSTANDING DOCTORAL RESEARCH CONTRIBUTIONS TO PSYCHOLOGY
Recognising the sensory consequences of action
S-J BLAKEMORE, University College London.

Objectives: It has been proposed that an impairment in ‘self-monitoring’ underlies certain symptoms associated with schizophrenia. Recently, the self-monitoring mechanism has been interpreted in terms of a forward model of the sensorimotor system. Forward models predict the sensory feedback from self-produced movements, thereby enabling us to recognise the sensory consequences of our own actions. It is proposed that an impairment in this predictive mechanism may underlie certain psychotic symptoms. If self-produced sensations are interpreted as being generated by an external source, then thoughts might be interpreted as external voices (auditory hallucinations) and self-produced movements might be interpreted as externally generated (delusions of control or passivity phenomena). The experiments were designed to investigate the neural and behavioural mechanisms of the forward model in healthy subjects and in patients with auditory hallucinations and delusions.

Methods: Methods involved psychophysical and brain imaging techniques (fMRI and PET).

Results: The results showed that self-produced tactile stimulation is perceived as less intense than externally produced stimulation, which might be due to the sensory predictions made by a forward model. The functional neuroimaging studies demonstrated that such perceptual attenuation is mediated by somatosensory cortex and the anterior cingulate cortex, whereas attenuated tactile stimulation is produced by a larger network of brainstem and thalamic nuclei.

SPEARMAN MEDAL AWARD
Something borrowed, something blue: Combining old and new approaches to the development of anxiety and depression
T. ELEY, Social, Genetic and Developmental Psychiatry Research Centre.

Objectives: Anxiety and depression commonly begin in childhood and adolescence and show considerable continuity into adulthood. Integrative models incorporate multiple levels of risk from genetic to cognitive vulnerabilities to acute stressors. However, few studies examine more than one level of risk. The series of analyses presented in this paper used both old and new methods and include assessment of information processing, cognitive style and environmental stress with regard to the development of anxiety and depression in young people. Several analyses use twin data enabling estimation of genetic and environmental influences.

Design: Several studies are presented including one with school children aged eight to eleven years (ECHO pilot), a study of parent-adolescent pairs (G1219), and a study of adolescent twin and sibling pairs (G1219Twins).
Methods: The cognitive measures included attention to threat, heartbeat perception, attribution and appraisal. For most of the measures, information on anxiety sensitivity, and attributional style. The measures of stress included social adversity, parental educational level and stressful life events.

Results: Analyses revealed expected associations between attention to threat, heartbeat perception, anxiety sensitivity and attributional style and depression, independent of other relevant variables. All measures were genetically influenced, and there were interactions between different levels of risk.

Conclusions: This series of analyses highlights the importance of incorporating multiple levels of assessment into studies of the development of multifactorial traits such as anxiety and depression. Furthermore, such work highlights the need for integrative approaches to diagnose and treat the risk at hand and may offer opportunities for prevention.

MB SHAPIRO LECTURE

A dagger of the mind, a false creation: Advances in cognitive approaches to psychosis

P. GARETY, Guy’s King’s & St Thomas’ School of Medicine, Institute of Psychiatry, London and South London & Maudsley NHS Trust.

Purpose: How can we understand psychotic experiences, such as that of Macbeth’s frighteningly real dagger, and can psychological therapy be helpful? This paper will offer an overview of psychosis and a review of the evidence for the effectiveness of CBT for psychosis.

Background: Uniquely recently, psychological models of psychosis offered little to guide therapeutic interventions and a widespread therapeutic pessimism prevailed. But the past decade has seen a renewal of theoretical and empirical advances in cognitive models of psychosis, drawing on cognitive theory for emotional and conceptualisations of psychotic experiences as occurring in a dimension with everyday experiences. This has stimulated the emergence and development of a new form of cognitive behavioural therapy for people with psychosis.

Methods: Research studies of this therapy, including clinical trials, have flourished. A systematic meta-analysis of the results of randomised controlled trials demonstrates that symptomatic improvement is achievable by this therapy. The magnitude of the effect of CBT is similar to the effects of the newest anti-psychotic medicinal. These clinical developments have been accompanied by theoretical developments. Psychological processes associated with anxiety and depression are also important in the development and maintenance of psychotic symptoms.

Conclusions: CBT for psychosis has emerged as a credible and effective treatment. In December 2002, the National Institute of Clinical Excellence published the Schizophrenia Clinical Guideline which offers clear recommendations on the provision of CBT in the NHS. Key questions for the further development and provision of the therapy and research for future theoretical research will be highlighted.

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO PROFESSIONAL PSYCHOLOGY

The future role of educational psychology in an age of uncertainty

I.S. GERSCH, University of East London.

This paper explores the past, present and future role of educational psychology in the UK, and proposes a new agenda for the discipline. It is the thesis of the lecture that the current zeitgeist is prone to significant change, uncertainty and anxiety and that these factors need to inform future educational psychology practice. The author’s experience and areas of work over the past 29 years provide a foundation to the argument that educational psychologists have a unique and useful contribution to make for children, families, schools, LEAs and communities for the future. It is argued that there is a potentially major and positive role for educational psychology in the future, but that it is important to ensure that such work meets the needs and concerns of the country.

Consequently, this paper reviews, analysing, understanding and reviewing of the world situation is vital. The paper attempts to apply a framework for future gazing to current circumstances and concludes that some of the defining features of the current age include significant change, uncertainty and anxiety. However, it identifies some enduring essences of psychological practice, which are likely to continue into the future. Consequently, in addition to their general skills and expertise in intervention, special educational needs, inclusion and child development, for the future, educational psychologists need to make an important contribution to make in the areas of individual casework, true listening to children, and providing conciliation within family, schools and LEA contexts.

BROADBENT LECTURE

Phonology, reading development and dyslexia: A cross-language perspective

U. GOSWAMI, University of Cambridge.

In this talk, I will provide a theoretical overview at the cognitive level of reading acquisition and developmental dyslexia across languages. Phonological awareness is a strong predictor of reading development, and develops at three linguistic levels. These are the levels of the syllable, the rhyme and the phoneme. I will develop the thesis that syllabic representation is basic to many languages, and that children’s ability to recognise syllables and rhymes provides a basis for learning to spell. I will argue that this developmental view can readily explain cross-language differences in reading acquisition. I will then argue that it can also explain cross-language differences in the manifestation of developmental dyslexia. I will suggest that some of the processes underpinning language acquisition are disrupted in developmental dyslexia, and that this leads to deficits in the development of phonological representation before literacy is acquired. This, I will argue, also causes characteristic persistent problems in tasks reliant on the phonological system such as short-term memory and speeded naming, and also causes problems. According to this theoretical analysis, dyslexic children in all languages should have a phonological deficit at the syllable and rhyme levels prior to acquiring literacy. The failure to learn literacy then arises because the phonological foundation upon which reading must build is deficient. This leads to consequent problems in acquiring letter-sound relationships and in restructuring the phonological lexicon to represent phoneme-level information. On this account, a deficit in phonemic awareness is not a cause of dyslexic reading problems, but a correlate of them.

PRESIDENT’S AWARD

How do we remember sequences?

G.J. HITCH, University of York.

When we learn a new word, an internet address or a security code, we are learning a sequence: the phonemes, letters or digits are already familiar, what is particularly novel is their serial order. In a famous paper from the 1950s, Lashley drew attention to the problem of explaining serial order. He showed that the simple assumption that a recent acquisition could not furnish a satisfactory explanation. Nowadays we have more sophisticated computational models, but these are based on the same assumption: mere exposure of a sequence does not tell us how we have learned it.

A more telling test is to look at model predictions. I will describe experiments testing predictions of a simplistic connectionist model of verbal sequencing that encodes serial order using an internal timing signal and does so at different levels. For the model was successful and consistent with the model. However, the most informative results are those that do not fit, indicating how the idea of the timing signal needs to be changed. These changes relate to the way in which chunks are formed, and how we manage to store so many different sequences over a lifetime without suffering massive interference.

MAY DAVIDSON AWARD

Ageing and dementia in people with learning disabilities


People with learning disabilities are living longer than in the past and many can now expect to live beyond their middle years. These changing demographics suggest that health and social care systems will need to develop longer-term plans in order not to be overwhelmed by an increase in the older population who require services. Related to this, is the significant increase of clinical and research interest in the assessment of dementia in people with learning disability. The most influential contributory factor is the enhanced life expectancy and the corresponding rise in the number of people who have Down’s syndrome who are surviving into their fifth decade and consequent high risk for developing dementia. As a result of the changing demographics and the evidence for an association between Down’s syndrome and Alzheimer’s disease the vast majority of research into the cognitive and behavioural manifestation of dementia in people with learning disability has focused on individuals with Down’s syndrome. The need for assessments and psychosocial interventions for this client group is becoming more evident as research agendas evolve, as clinically there is a need to address the challenges associated with diagnosis that are in turn related to implications for professional practice.

This presentation will consider these and other issues within the context of a clinically derived action research project involving adults with Down’s Syndrome and dementia.

AWARD FOR PROMOTING EQUALITY OF OPPORTUNITY

Autism in Northern Ireland: The tragedy and the shame

M. KEENAN, University of Ulster at Coleraine.

A commentator in the New York Times once said that if a treatment for cancer was ignored to the same extent that Applied Behaviour Analysis was ignored as a treatment for autism there would be an outcry from the community. This comment is appropriate also to the plight of children with autism in Northern Ireland, where it is argued that the description of the struggle of families in Northern Ireland to develop their own skills in the science of behaviour analysis is consistent with the model. However, the most informative results are those that do not fit, indicating how the idea of the timing signal needs to be changed. These changes relate to the way in which chunks are formed, and how we manage to store so many different sequences over a lifetime without suffering massive interference.

HANS EYSENCK MEMORIAL LECTURE

The evolution of cognitive behaviour therapy

S. RACHMAN, Dept. of Psychology, University of British Columbia.

The primary aim of this talk is to describe and evaluate Eysenck’s contribution to the evolution of cognitive behaviour therapy, the most widely and confidently endorsed form of psychological therapy. Eysenck played a leading role in developing the British stream of behaviour therapy
therapies and while this achievement was most gratifying for him, in his last writings on the subject, he became disappointed. The causes of this disappointment, especially his reservations about the infusion of cognitive concepts and techniques into purely behavioural theory, are explored. The discrepancy between the development of behaviour therapy and the growth of the profession of clinical psychology in the UK is traced and the Eysenckian hypothesis that less aggression is displayed by untrustworthy people is discussed. The author concludes that Eysenck's explanations of variability of 'minority' influences and the contemporary context are relevant considerations. 

The ideas behind this combination are self-evident. The implications for applied psychology (as an applied science) and illustrated by an historical account of the Department from its inception in 1948 until his retirement.

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CS MYERS LECTURE

The absent mind: Attention, insight and human error

I. ROBERTSON, Trinity College Dublin

Why do we make mistakes – sometimes cataclysmic mistakes? Why do we let through a red light – in simple, repetitive tasks? Why do some of us make many more than others? Which brain areas, if any, are in charge? Do we tell anything about self-awareness? These are the questions addressed in this talk. Psychologists such as John Broadbent and Lance Rey pioneered research into human error, and in the last decade, cognitive neuroscience using evoked potentials, functional brain imaging and classical neuropsychology have greatly expanded our understanding of the brain mechanisms involved in these errors. In this paper, I will review recent research and open the debate about the attention systems of the human brain, and how a subset of these are intimately connected with the phenomenon of slips-of-action and absent-mindedness. We can now measure absent-mindedness very accurately in the laboratory and find distinct differences in brain activation patterns between impaired and normal individuals. We can also measure the automaticity and rapidity in clinical conditions such as traumatic brain injury and attention deficit disorder, as well as in normal ageing. We find that the capacity to maintain attention to a repetitive task is closely linked to insight into error in some clinical conditions. Such error processing may be central to behavioural self-regulation in general and to mindfulness in particular. Possibilities for improving error monitoring and mindfulness attention in a range of clinical conditions are discussed. As an illustration of the first attempt at applying these are presented.

MICHAEL ARGYLE LECTURE

Becoming happy with reality

W.P. ROBINSON, University of Bristol

Trained was paid to Michael Argyle both for his pioneering competitive success in the pursuit of power, wealth and status; ‘sleaze’ and ‘spin’/flourish, trust does not. Data relevant to these issues have been accumulated through surveys, interviews. Whilst the public increasingly distrusts the behaviour and rhetoric of authorities and disregards verbally of their conduct, their own conduct displays comparability between commercials and institutions. Any generalisation of such untrustworthiness into interpersonal behaviour will not be conducive to the optimism of the ending of Michael's last text.

INVITED SYMPOSIA

Influence, consensus and conflict: Aspects of research on task groups

Convenor: L. HULBERT, Dept. of Psychology, University of Kent at Canterbury

Perhaps by virtue of either the number of ‘hands and heads available or the presumed value of group experience, groups are used to perform tasks in many formal and informal environments. However, a group’s engagement with task demands cannot be understood from the psychological, normative and procedural requirements of social interaction. For instance, members of all groups share information, persuade and influence each other and even have fun. The quality of a task group’s output depends upon how well it engages in processes that help build towards task completion. Less pragmatically, group members have the opportunity to make a visible contribution to larger objectives…or not. In the extreme, members may decide to leave their group, threatening the whole endeavour. Thus group performance depends upon active members encouraging, compensating for, or even censuring less active members. Six papers from across the range of this account are presented. William Cranage and Martin Dornan members holding the majority opinion open themselves to alternatives. Felix Brodbeck shows how sharing of information during discussion can be improved. Dominic Abrams and Lorne Hulbert examine the risk decision making of groups that have been drinking alcohol. Timothy Hopthow considers why discussion about interdependence motivates members to contribute to group outcomes. Finally Norbert Kerr considers situations wherein group members compensate for weak members and Mark Van Vugt, why group members may choose to abandon the group altogether. The six papers together show how the coherent general account of group decision making can be made by the combination of individual research activities.

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The persuasive outcome of leniency in response to in-group minorities

W. CRANO, Claremont Graduate School

Since Moscovici's seminal work on minority influence, social psychology has developed a large literature on factors that affect the minority's power to persuade. Although some striking consistencies have emerged (see Wood et al., 1994), compelling theory regarding the mechanisms by which observed regularities (and irregularities) has yet to develop. The leniency contract seeks to fill this theoretical void. The model holds that attributing inferiority to the already established group level explanations for minority-induced indirect change (and irregularities) has yet to develop. The leniency contract model confirms the generalisation of persuasion effect, and suggests a cognitive mechanism for minority-induced indirect change effects. The model also offers a logical explanation for minority-induced delayed focal change. Finally, the model provides guidance in the formulation of predictions of majority influence effects, and the longevity of such effects should they occur.

Improving group decision making in high profile situations

F. BRODBECK, Aston University Business School

Research has consistently shown that decision making groups are often ineffective at integrating information distributed among members. This is especially true for hidden profiles; that is, when the superiority of one of the decision alternatives is hidden from individual group members as they consider their pre-discussion information. In the present experiment we investigated a group intervention technique that aims to counteract: (a) premature preference negotiation (thereby facilitating consideration of all alternatives); (b) the information sampling bias (thereby reducing dominance of shared information); and (c) preference-consistency information (thereby increasing the likelihood to change suboptimal individual preferences during discussion). A one factorial (treatment versus control) group design was used. Groups were divided into two subgroups, one (three-person groups) was responsible for information sampling and documentation, the other (one to three-person groups) was responsible for decision making by using the information documented from the first group. The 10 (three-person) control groups performed information sampling and decision making simultaneously, at the documentation after the. The group intervention significantly improved group decision making quality and significantly reduced premature preference negotiation, information sampling bias and preference-consistent evaluation. Integrating the already established group level explanations of the hidden profile phenomenon (sampling bias, premature preference negotiation) with the more recent trend of individual level processes (biased information evaluation) has resulted in the development of a group intervention technique that significantly improves the quality of group decisions. Not very many interventions targeted at helping groups to make use of their full potential in hidden profile situations can make that claim. We took our results as encouraging enough to conduct further experiments to establish the reliability of the effects and the mediating mechanisms hypothesised.

Just a pint or two with my mates: Group risk perception and judgement under the influence of alcohol

D. ABRAMS & L. HULBERT, University of Kent

Popular wisdom (and research too) indicates that groups prefer more risky alternatives, relative to individuals, and that alcohol makes people engage in more risky behaviours. This paper reports the results of some research investigating how 24 groups of four and 24 individual decision makers, half of whom have drunk alcohol and half of whom have not, react to different measures of risk preference. Results indicate that although alcohol and group decision making affect risk decision in predictable ways, the two variables do not interact simply. Interactions of risk and decision context of alcohol and of group decision making are independent, and popular notions about the interaction of alcohol and group decision (particularly that alcohol magnifies group biases) are not supported.
Social dilemmas: A group problem solving view

T. HOPTHROW, University of Kent.
A robust finding in the field of social dilemmas is that group decision making often results in a significantly greater proportion of cooperative choices when group members are rewarded for their group's decision rather than for their own individual choices.

Social compensation: Internal and external validity considerations

N. KERR, Michigan State University.
Williams and Karau (e.g. 1991) have documented the social compensation effect, a tendency for group members to increase their effort when: (a) group success is very important; (b) one's fellow group member(s) are relatively incapable; and (c) it is possible to compensate for the incapability of one's partner. Studies of this nature (collectively involving over 350 participants) will be reported, in order to improve our understanding of the internal and external validity of this phenomenon.

Social identity as social glue: It provides stability in groups that have been disbanding human groups and individuals. One research group has assumed that a primary function of social identity is to provide coherence and stability to the group.

Research Questions: Three substantive questions are addressed. (1) What is the impact of knowledge on attitudes towards genetic testing? (2) To what degree are attitudes towards and constructions of genetic technologies coherent? In particular, across different populations we will investigate: a) the degree to which genetic technologies and: (a) other socio-political attitudes; (b) new non-genetic technologies; and (c) self-identification (d) how do these influences ambivalence of attitudes towards and constructions of genomics?

Genetic applications: Anticipating public needs

Convenor: T. MARTEAU, Psychology & Genetics Research Group, UMDS, London.
Rapid developments in genetics hold out the promise of improving our interactions with many applications from agriculture to human health. The number of such applications being realised in human health is currently quite slow. Moreover, the possibility that these applications may arise from low effort than from low ability, and that this moderation effect will increase with repeated compensation. In particular, we demonstrate that the effect is significant even when the partner is relatively incapable; and that it is possible to compensate for the incapability of one's partner. Studies of this nature (collectively involving over 350 participants) will be reported, in order to improve our understanding of the internal and external validity of this phenomenon.

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Convenor: T. MARTEAU, Psychology & Genetics Research Group, UMDS, London.
Rapid developments in genetics hold out the promise of improving our interactions with many applications from agriculture to human health. The number of such applications being realised in human health is currently quite slow. Moreover, the possibility that these applications may arise from low effort than from low ability, and that this moderation effect will increase with repeated compensation. In particular, we demonstrate that the effect is significant even when the partner is relatively incapable; and that it is possible to compensate for the incapability of one's partner. Studies of this nature (collectively involving over 350 participants) will be reported, in order to improve our understanding of the internal and external validity of this phenomenon.

Social identity as social glue: It provides stability in groups that have been disbanding human groups and individuals. One research group has assumed that a primary function of social identity is to provide coherence and stability to the group.

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Cognitive rehabilitation for people with early-stage dementia

L. CLARE, University College London.

Purpose: The review investigates the recent development of cognitive rehabilitation approaches for people with early-stage dementia. Background: A social disability model of dementia offers a strong rationale for adopting rehabilitation as a framework for intervention. Theoretical models and experimental evidence suggest that, in people with dementia, the functioning of the remaining brain should be an important focus of rehabilitation. Recent innovative research has focussed on the development and application of cognitive rehabilitation approaches for people with early-stage dementia.

Methods: The review addresses the rationale for implementing cognitive rehabilitation and outlines current approaches to clinical implementation. The status of existing evidence regarding effectiveness is discussed with reference to a systematic review of the literature. Priorities for further clinical and theoretical investigation are highlighted.

Key Points: Evidence from single case designs and group comparisons indicate that cognitive rehabilitation can result in significant improvements in cognitive functioning. Examples from recent research will be used to illustrate the way in which cognitive rehabilitation methods can be applied and the results that can be achieved. People with early-stage dementia are themselves beginning to advocate for the provision of cognitive rehabilitation.

Conclusions: Cognitive rehabilitation represents a valuable innovation in the care of people with early-stage dementia. Effective clinical application requires an integration of cognitive rehabilitation methods within a broader therapeutic response. Significant theoretical and methodological limitations remain to be addressed in future research.

Reminiscence work and cognitive impairment

K. McKEE, F. WILSON, H. ELFORD, University of Sheffield, F. GOUDIE, Community Health Sheffield, M. C. CHUNG, University of Plymouth & G. BOLTON, University of Sheffield.

Objectives: This paper reports a reminiscence intervention that examined the influence of an older person's level of cognitive impairment on quality of life (QoL) outcomes following involvement in reminiscence-based activity sessions. Design: Longitudinal, with baseline and post-intervention assessment of QoL and cognitive impairment. Focus groups and semi-structured interviews were provided over a four-week period. Cognitive and assessment was assessed at the end of the final activity session, and one month later. Seven focus groups were carried out, as were 18 semi-structured activity sessions.

Results: Intervention participants' cognitive impairment was not significantly improved following the reminiscence intervention. Improvements in QoL outcomes found in relation to intervention participants to control participants were not explained by a participant's level of cognitive impairment. Qualitative analysis indicated that activities encouraged the meaningful linkage of the past with the present in our participants, which was essential in challenging feelings of discontinuity with present life, particularly in individuals with dementia. Conclusions: Reminiscence provides benefit from reminiscence-based activity sessions regardless of their level of cognitive impairment. Reminiscence fulfils a number of functions in caregiving situations, but a need to address older people's feelings of discontinuity may not be best served by a focus on reminiscence alone.

The Memory Clinic as a psychosocial intervention

E. MONIZ-COOK, University of Hull.

Objectives: The Hull Memory Clinics provide individualised psychosocial support to older people with early dementia and their families. Longitudinal studies within these clinics suggest that in early dementia cognition can remain stable for some years, that some aspects of memory performance can improve with psychosocial intervention and that deterioration in mood can be prevented or minimised. Reported day to day difficulties with family burden can also be minimised. The aim of this paper is to explore the relationship between memory and quality of life using data from these longitudinal studies. Design & Methods: Previous case studies will illustrate the scope of early psychosocial intervention in a Memory Clinic and explore relationships between memory and quality of life, using the following data: cognitive function, mood, reported behaviour, family burden and descriptions of 'lived experience'.

Results: 'Feeling well' (efficacy/competence) fostered at the time of diagnosis was present, where intervention remained good stabilisation (i.e. external memory aids and behavioural activation) were used. Global cognition, mood, reported behaviour and family burden remained stable, with notable improvements in information processing, fluency and orientation. Positive perceptions of service responsiveness were present in families who used physical health monitoring and arousal-reducing communication strategies for disorientated agitation. Family burden, global cognition and role (e.g. related to depression, mood/pleasant activity) in early dementia may also maintain cognition via the central executive system.

Conclusions: Psychosocial intervention that maintains quality of life (e.g. related to depression, mood/pleasant activity) in early dementia may also maintain cognition via the central executive system.

Cognitive stimulation: Effects on memory and quality of life

B. WOODS, University of Wales Bangor, M. ORRELL, A. SPECTOR, L. THORGRIMSEN, University College London, M. ORRELL, University of Aberdeen, L. CLARE, University College London.

Objectives: To evaluate the impact on quality of life (QoL) and cognitive function of people with dementia of an evidence-based group programme of cognitive stimulation. Design: A single-blind randomised controlled trial, comparing an intervention group with a ‘treatment as usual’ control group. Recruitment took place within each of the five day-centres and 18 residential homes participating.

Methods: 201 people (mean age 85.3) from the participating centres were randomised to the intervention group (115) attended cognitive stimulation group sessions twice weekly for seven weeks, whilst control participants (86) took part in their usual activities. The attrition rate was 17 per cent, with 97 available for post-treatment assessment in the intervention group and 71 in the control group. Primary outcome measures were ADAS-Cog, an assessment of cognitive function widely used in drug trials and QoL-AD, a 13 item self-report measure of QoL developed for people with dementia.

Results: Analysis of covariance indicated significant differences on both primary outcome measures in favour of the intervention group. The effect sizes are of the same magnitude as those reported from trials of acetylcholinesterase inhibitors in Alzheimer’s.

Conclusions: When evaluated using comparable methodology to that used in drug trials, a relatively simple psychosocial intervention that can be implemented by care-workers following brief training, has a significant effect on cognition and QoL. No evidence of negative effects was noted.

Wanting to remember or wanting to forget? Group work with people with dementia

R. CHÉSTON, Avon and Wiltshire Mental Health Partnership Trust.

Objectives: The central task of the time-limited psychotherapy groups that I have established over the last five years for people with dementia has been for participants to make sense of what was happening about what it’s like ‘when your memory isn’t as good as it used to be’. This task involves participants remembering their own ‘forgetfulness’. Design: Qualitative analysis of group transcripts.

Results: Some participants were able to acknowledge directly that their memory was failing and the effect that this had upon them, while others spoke about this indirectly through the use of metaphors and stories. Awareness of their forgetfulness involved addressing the pain of both forgetting (‘like falling down a hole’ as one woman put it) and also remembering without forgetting this. The process of sharing and remembering this forgetfulness within a group was an important part of the therapeutic experience, in which participants were also able to reflect upon the way in which they themselves were remembered and forgotten about.

Conclusions: At times participants wanted to be forgotten about, as if staying in the background (for instance by allowing oneself to be forgotten by the carers). At other times, it seems that the experience of dementia is often one of being forgotten about, e.g. when interventions occur without the participants being subsequently discussed. In this sense, at times the system of care itself, seems to have a problem with remembering and forgetting.

Cognitive and neuropsychological issues in memory changes with age

L. PHILLIPS, Psychology Dept., University of Aberdeen.

Objectives: To discuss some of the approaches to age-related change in memory that have focused on neuropsychological models of cognition. In the current symposium issues concerning the cognitive and neuropsychological pattern of age effects on memory are considered. Also, applications of age changes in memory are considered in relation to planning and eyewitness memory.
How global brain changes in old age affect speed and memory
P. RABBITT, Age and Cognitive Performance Research Centre, University of Manchester

Older adults show a wide range of changes in memory and cognitive function. Some studies show that brain volume decreases with age, and that this could affect memory. However, other studies show that memory can remain stable or even improve with age. There is evidence that older adults are better at using strategies to improve memory, and that this can compensate for any brain volume loss. Further research is needed to understand the complex interplay between brain changes and cognitive function in old age.

Further evidence for the fractionation of inhibition in ageing
P. ANDRES, Psychology Dept., University of Oxford

This paper presents new evidence for the fractionation of inhibition in old age. The authors show that older adults have more difficulty in inhibiting irrelevant information, and that this is due to a decrease in the number of inhibition mechanisms available. This finding is important for understanding the mechanisms underlying age-related memory and cognitive decline.

Brain reserve and episodic memory in old age
D. BUNCE, Dept. of Psychology, Goldsmiths College, University of London

The concept of 'brain reserve' has been widely studied in the context of cognitive function. It is thought that individuals with higher brain reserve may be better able to compensate for age-related changes in brain function. This paper presents new evidence for the role of brain reserve in the preservation of episodic memory in old age. The authors show that older adults with higher brain reserve have better memory performance than those with lower brain reserve.

Unconscious transference errors by younger and older eyewitnesses
T. PERFECT, Psychology Dept., University of Plymouth

This paper examines unconscious transference errors in younger and older eyewitnesses. The authors show that older eyewitnesses are more likely to make transference errors than younger eyewitnesses. This finding is important for understanding the mechanisms underlying age-related memory and cognitive decline.

Conclusions:
The role of memory
L. PHILLIPS, Psychology Dept., University of Aberdeen

In this paper the authors discuss the role of memory in the fractionation of inhibition. They argue that memory plays a crucial role in the fractionation of inhibition, and that this is due to the need for selective attention in order to inhibit irrelevant information.

When does stigma lead to exclusion? Emotions and judgements of stigmatised behaviour
R. GINER-SORELLA & R. GUTIERREZ, University of Kent

This paper examines the role of emotions in the judgements of stigmatised behaviour. The authors show that emotions such as anger and disgust are associated with more negative judgements of stigmatised behaviour. This finding is important for understanding the role of emotions in social exclusion.

Design:
Predicting London and New York home owners' uptake of outreach programmes
J. CHRISTIAN, University of Birmingham

This paper presents new evidence for the role of emotions in the uptake of outreach programmes. The authors show that negative emotions such as anger and disgust are associated with a decrease in the uptake of outreach programmes. This finding is important for understanding the role of emotions in social exclusion.

Social psychological processes and social exclusion – Implications for policy
(A symposium sponsored by ESRC and the Academy of Learned Societies in the Social Sciences)
Convenor: DOMINIC ABRAMS, University of Birmingham

This symposium will discuss the implications of the findings from the previous papers for social psychological processes and social exclusion. The symposium will focus on the role of emotions in social exclusion, and the implications for policy.
homeless people to examine the impact of socio-demographic variables, prior behaviour, and the Theory of Planned Behaviour (TPB) variables attitudes, subjective norms, perceived control, and intention, on service uptake.

Method: Structured interview schedules based on the TPB were administered to participants recruited from sheltered accommodation, day centres and locations on the streets. The dependent variable was measured four weeks after schedules were administered.

Results: Psychological variables accounted for significantly more variance than the socio-demographic variables and there was no evidence that the effects of TPB variables were moderated by social identity. Intention to use and behaviour were most affected by perceived control and subjective norms. In New York they were most affected by attitude and perceived control.

Conclusions: The results are discussed in terms of their impact on theory and practice. These differences may be attributable to divergent institutional structures and opportunities for uptake of outreach services in the two cities. Sensitivity of the TPB to social context, and implications for interventions are discussed.

Why are Protestants in Northern Ireland less enthusiastic about the peace process? The role of social exclusion, social capital and collectivism

P. SURGENOR, E. CAIRNS, A. WILLIAMSON, University of Ulster & J. VAN TIL, Rutgers University.

It is widely acknowledged that Protestants are less enthusiastic about the current peace process in Northern Ireland. One significant reason for this may be the apparent growing social exclusion of working class Protestants. For example it has been claimed that community support and behaviour were more numerous and developed in Catholic communities. Certainly this is the case according to the Labour Party's three MEP's to the European Commission President (1997) who stated that while there was no question of discrimination, the Protestant community was indeed slower to apply to and participate in programs for social and community development. To investigate this problem measures of Social Capital, Collectivism and Denominational membership were obtained in the course of a random sample survey of 1070 Northern Irish adults. Results indicated that there was no overall significant main effects for religious denomination on either the Social Capital or Collectivism measures nor were these two measure related. However the 'Proactivity' sub-scale of the Social Capital measure Catholics scored higher that Protestants suggesting a more collectivist orientation (vs on problems). On the Collectivism measure there was a significant Denomination x Location interaction which indicated that Catholic rural participants scored higher on the Collectivism scale that did their Protestant counterparts. These results were discussed in terms of the different participation opportunities from community funded exercises in Northern Ireland.

Promoting social inclusion by reducing childhood prejudice towards children with disabilities

L. CAMERON & A. RUTLAND, University of Kent, Canterbury.

As a result of the Special Educational Needs and Disability Act 2001, all schools in the UK are required to have a strategy for improving the attitudes of disabled pupils. Field studies (McLaughlin-Volpe & Ropp, 1997; Liebkind & McAllister, 1999) could be used to the above only if they pre-test children to examine factors which may moderate the effect of extended contact on non-disabled children's attitudes towards disabled children. A 3 (pre- vs. post-test measures) x 2 (direct vs. indirect) x 2 (control vs. experimental) factorial design was used. The extended contact took the form of a six-week intervention involving reading stories featuring disabled and non-disabled children. Stories and post-study discussions were manipulated in order to examine the importance of the perceived typicality of disabled characters in extended contact (Hewstone & Brown, 1986). Therefore, there were three types of interventions: control, extended contact and extended typical contact. Pre- and post-test measures of attitudes towards children with learning difficulties and physical disabilities were measured using a variety of implicit and explicit items. Results show that extending contact had a negative bias and increase positivity towards children with disabilities, and this effect was significantly greater in the experimental conditions. Thus our findings support the notion of extended contact and the need to emphasise typicality when attempting to reduce prejudice.

Is my group member's friend group my friend? Extended contact as an intergroup bias-reducing tool

A. ELLE & D. ABRAMS, University of Kent at Canterbury.

The extended contact hypothesis (Hewstone & Brown, 1986) proposes that extended contact of a group member's friendship with an outgroup member can improve intergroup attitudes. Three of the factors that can affect extended contact (Hewstone & Brown, 1986) thought to be reduced are: (1) ignorance; (2) anxiety (through positive ingroup exemplars); and (3) inclusion of other in self (the 'other' being the outgroup member that is integrated into the self via the ingroup member). Extended contact is promising in that: (a) group membership is more likely to be salient to an observer than to the friends themselves; (b) it is likely to reduce social cognitive effects; and (c) vicarious contact should not provoke anxiety or other negative emotions. Five field studies (n = 90, 100, 206, 708, 107, respectively) are presented to illustrate the extended and direct quantity of contact are predictors, extended inclusion of other in self, intergroup anxiety, and knowledge about the extended contact mediators, and social distance is criterion variable. Data were collected in Mexico, Germany, and the UK from secondary schools, language schools, and businesses; and intergroup contact was between different nationalities/ethnicities and school classes, respectively. Mediation analyses (Baron & Kenny, 1986) showed that, overall, reducing ignorance and anxiety mediate more effectively when between contact and social distance than when between contact and other self. Moreover, extended contact had virtually the same bias-reducing impact as direct contact. Theoretically, these findings add to the social identity literature, practically, they underline the potential of extended contact to effect widespread reductions in prejudice without the need for direct outgroup contact.

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Issues in Episodic Memory

Convenor: G. WARD, Dept. of Psychology, University of Essex.

There has recently been a renewed interest in the study of Episodic Memory, that is, memory for specific learning episodes or events. This term episodic memory is often contrasted with semantic memory, memory for facts and long-term knowledge, for which the original learning episode can no longer be recalled. Central to the study of episodic memory are the related issues of autobiographical memory, conscious recollection, access of contextual information, and how memory for experiences varies with time and the encoding and retrieval of prior and subsequent events. Traditional methods for studying episodic memory include recognition and free and cued recall. Recently, additional variants of these methods have been developed, and new techniques from neuroscience have also been applied to episodic memory. The issues discussed by the participants include dual accounts of recognition memory such as remembering and knowing (Gardiner) and familiarity and recollection (Russolo) and the use of context specific episodic memory and associative learning to explain retrieval failures (Perfect) and word frequency effects in free recall (Ward). The symposium also discusses recent developments in conceptualising episodic memory, specifically that episodic memories are summary representations of recent processing episodes (Conway), and the use of neurophysiological techniques for studying episodic memory (Richardson-Klavehn). Thus, this symposium brings together new ideas and new developments exploring many of the current issues in episodic memory.

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Conscious control and awareness of perceptual effects in recognition memory

J. GARDINER, University of Sussex.

Purpose: Episodic memory is closely identified with experiences of remembering as opposed to experiences of knowing, which have been identified with semantic memory. One important issue in episodic memory is the way in which it depends upon conscious control at encoding or at retrieval. This paper is mainly concerned with conscious control at encoding. It will review recent research that has focused on the effects of alternative encoding strategies on recognition memory that normally occur in remembering transfer to knowing when conscious control at encoding is manipulated, and compares this, divided compared with full attention at study. Key Findings: One such perceptual effect is picture size congruency, that is, whether pictures are presented in the same or in different sizes at study and test. Recognition memory benefits from
size congruency at study and test. This effect normally occurs in remembering. With divided attention on a concurrent task, the hypothesis is transferred to knowing. Similar transfers from remembering to knowing of perceptual effects of this kind were found in face recognition, with visual-test conditions of a new or old, each followed by a response signal indicating they have to promptly decide whether or not the item is old. By manipulating the temporal relationship between the test stimulus and the response signal, it is possible to control the amount of time available to retrieve the information. This relationship can account for the contribution of a faster acting process of familiarity and a slower acting process of recollection.

Design: The experiment used a three-factor design. Levels of processing (deep vs shallow) and study-test modality match (auditory-visual vs visual-visual) were manipulated within subjects. The order of the study conditions was randomised. Response-signal lags (100, 150, 200, 300, 1500, 2250 and 3000 ms) were manipulated between subjects. Methods: 112 subjects were tested. Words were used as targets. The procedure used was a response signal procedure with different lags (from 100 to 3000 ms)

Results & Conclusions: Data were analysed with a mixed factorial ANOVA. It appeared that study-test modality match (a manipulation associated to familiarity processes) had a larger beneficial effect on recognition accuracy at short response-signal delays (300 milliseconds). Conversely, recognition accuracy benefited more from shallow processing at study (Levels of Processing is a variable associated to familiarity and recollection to episodic memory recognition memory)

Episodic memory as a summary copy of recent processing

M. CONWAY, Dept. of Psychology, University of Durham.

Developing on from Conway’s (2001) revision of the episodic memory concept it is proposed that episodic memories are summary representations of recent processing epochs. Epochs of experience are defined as periods during which a distinct goal-strucutured domain consciousness, e.g. giving a tea party, child thinking about something, etc. An episodic memory is formed when an epoch ends, that is when the goal structure changes. Thus, switching from a goal-structured task to a goal-structured task would lead to the formation of an episodic memory. Giving a lecture, going out of the room to telephone, and then resuming the lecture would lead to the formation of three episodic memories. The knowledge held in episodic memories is sensory-perceptual and also conceptual (some type of representation of the semantic system during the epoch). This knowledge is ‘experience-near’. Episodic memories have temporal structure and usually are of short-term duration. They are forgotten (literally lost from memory) unless they become linked to other more stable and durable long-term knowledge. Most are forgotten within a 24-hour period. It is shown how this account of episodic memories can be applied to a variety of memory phenomena such as ordinary everyday memory, traumatic memories, and inhibition.

Neural processes of encoding and retrieval: Electromagnetic evidence

A. RICHARDSON-KLAVEHN, Goldsmiths College, University of London, E. DÜZEL, B. SCHÖNLEBEN, A. HEINZE, Otto von Guericke University, Magdeburg.

We review new evidence from electroencephalographic (EEG) and magnetoencephalographic (MEG) recordings which reveals dissociations between neural processes related to level of processing, to later conscious recollection, and to perceptual priming; and, at retrieval, between neural processes related to conscious recollection and to perceptual priming. Evidence from event-related potentials (ERPs) and magnetic fields (ERFs), as well as from time-frequency (wavelet) analysis of MEG data, is presented.

An associative model of retrieval induced forgetting

T. PERFECT, Psychology Dept., University of Plymouth.

Objectives: The aim of the talk is to present a new model of retrieval induced forgetting, based upon principles of associative learning, and context specific episodic memory. It aims to show how such principles can explain a diverse range of findings previously thought to be inconsistent only with accounts based upon inhibition.

Methods: The talk will review a range of previous findings in retrieval induced forgetting, before briefly describing some new data from our laboratory. Current theories of retrieval induced forgetting, based upon the notion of inhibitory processes, will be described. I will then offer a critique of this account, and outline an alternative account by which retrieval induced forgetting is explained. I will explain how this model might be able to account for both the existing literature in retrieval induced forgetting, as well as the new data from our laboratory. In particular, the model will be explained to cue-independent forgetting effects, previously thought to be explicable only within an inhibitory framework.

Conclusions: The retrieval induced forgetting paradigm has been used to argue strongly for a role for inhibition in memory retrieval. The present work suggests that an alternative account of retrieval induced forgetting, based upon principles of associative learning, and context specific episodic memory might serve equally well in explaining the phenomenon. Potential ways of discriminating the two accounts will be outlined.

The overt rehearsal methodology and the word frequency effect in free recall

G. WARD, G. WOODWARD, A. STEVENS & C. STINSON, Dept. of Psychology, University of Essex.

Objectives: To explain the word frequency effect in free recall for both pure and mixed lists using the overt rehearsal methodology and the General Episodic Memory framework.

Design: There was a total of three experiments. Experiments 1 and 2 investigated the word frequency effect in pure and mixed lists (Experiment 1) and mixed lists (Experiment 2) and had two within-subjects factors: word frequency (high or low) and serial position. Experiment 3 combined both separate designs into a single experiment and so used a completely within-subjects design with three-factors: List conditions (pure or mixed), word frequency (high or low) and serial position.

Methods: A total of 86 participants were tested. Participants were presented visually with lists of 20 16 words for short-term recall. Participants spoke out loud all words that they rehearsed.

Results & Conclusions: Data were analysed using within-subjects ANOVA. As with other studies, there was a large and significant word frequency effect with pure lists and a much smaller and non-significant effect with mixed lists. An analysis of the results showed that recall was affected by three factors: the number of rehearsals, the recency of the most recent rehearsal, and the ability of the participant to make inter-item associations between words. These findings are proposed to be in line with the General Episodic Memory framework, in which episodic memory is considered as a continuum of most recent to least recent events, with recall affected by the number, recency, and distribution of rehearsals.

Genetics and cognitive abilities and disabilities in the early school years

M. HAYIOU THOMAS, Institute of Psychiatry, King’s College London.

Objectives: To investigate the relationship between language and non-verbal measures at four years, as well as the extent to which genetic differences between subcomponents of language skill; to examine these in the context of individual differences in a typically developing sample as well as a low-language sample; to examine the extent to which genetic and environmental influences mediate these relationships.

Design: The twin design was used to explore at both the phenotypic and the genetic levels, the association between general language ability and non-verbal skill, as well as the pattern of associations between subcomponents of language.

Methods: As part of the Twins Early Development Study (TEDS), a subset of 300 control twin pairs as well as 500 twin-pairs selected for low language ability were tested at home on a battery of language and non-verbal tests. Data were analysed separately for children with typical development, and children with low language.

Results: A strong general language factor correlated highly with a general non-verbal factor; this relationship was partly genetically mediated. Further analyses look at both the genetic and environmental relationships between subcomponents of the language battery, and the influence of genetic and non-genetic familial factors on these associations.

Conclusions: Genetic factors make a significant contribution to the pattern of language development at four years, as well as to the relationship between verbal and non-verbal ability at this age.

Predicting school-age language problems from infancy and childhood

B. OLIVER, Institute of Psychiatry, King’s College London.

Objectives: To investigate language, non-verbal and behaviour problem predictors of language difficulties at seven years; to examine the extent to which genetic and environmental influences mediate the associations.

Design: Twin design.

Methods: Sample included 2525 pairs of twins, 851 monogyotic, 851 same-sex dizygotic, and 823 opposite-sex dizygotic pairs participating in the Twins Early Development Study. Children were previously assessed at two, three and four years using parental measures of language, non-verbal ability and behaviour problems, as well as tested by telephone interviewers at seven years, and teacher reports of achievement were obtained at this age.

Results: Early language measures, non-verbal measures, and behaviour problems measures
were found to significantly predict language outcome at seven years, both from telephone testing and teacher ratings. While the prediction increased from two to three to four years, the additional prediction is mostly from two to three years. All predictors are significant, but at two years the prediction of reading is verbal, by three years it is both verbal and non-verbal, and by four years the strongest predictor is non-verbal ability. Genetics indicates that these predictions are mediated by both genetic and shared environmental links.

Conclusions: The predominance of our measures is not sufficiently strong to be of use for clinical decisions about a particular child, however, they suggest both early language and non-verbal abilities in reading difficulties in children. This may be evidence for a strong genetic component in the prediction of childhood outcome from early development.

Genetic influences on reading difficulties in seven-year-old twins

N. HARLAAR, SGDP Research Centre, Institute of Psychiatry, King's College London.

Objectives: Evidence has accumulated for a substantial genetic component to reading difficulties in late childhood and adolescence. We extend this research in the first large-scale twin analysis of reading difficulties in seven-year-old twins born in England and Wales.

Methods: A twin design was used to separate genetic and environmental influences on reading difficulties. Data were obtained using a self-report questionnaire completed by the child's teacher. The Test of Word Reading Efficiency (TOWRE) was administered to a representative population sample of 4737 pairs of seven-year-old twins born in England and Wales.

Results: Genetic and environmental influences on reading difficulties were not independent, as indicated by three loose associations: (1) the extent to which genetic and environmental influences contribute to reading difficulties; (2) the gender differences in the aetiology of reading difficulties; and (3) the aetiological links between reading difficulties and normal variation in reading ability.

Conclusion: Evidence was obtained to separate genetic and environmental influences on reading difficulties.

Genetics and academic underachievement

A. RONALD, F. HAPPÉ & R. PLOMIN, SGDP Research Centre, Institute of Psychiatry, King's College London.

Objectives: The two objectives of this research were to use a behavioural genetic twin design to investigate the genetic and environmental origins of academic achievement and underachievement at seven years of age and to analyse the aetiology of relationships between academic achievement and general cognitive ability.

Methods: The sample was from the Twins Early Development Study (TEDS) in which more than 4000 pairs of twins were assessed at seven years of age using UK National Curriculum Key Stage 1 criteria for English and Mathematics. Cognitive abilities were assessed by telephone using two verbal tests (WISC Similarities and Vocabulary) and two non-verbal tests (WISC–Picture Completion and McCarthy Conceptual Grouping).

Results: Strong general factors emerged from the English and Mathematics scores and from the four cognitive tests. The academic achievement factor and the low extreme of academic achievement showed substantial genetic influence even for pairs of twins in which each twin was in a different classroom. Much of the genetic variance in academic achievement and underachievement can be attributed to general cognitive ability. Nonetheless, some independent genetic and environmental influences on academic achievement remained when cognitive ability was controlled.

Conclusions: It is important that genetics is incorporated into models to account for the influence of academic achievement on educational achievement and underachievement. r.pломин@iop.kcl.ac.uk

Goals as cognitive structures: Their impact on thoughts, feelings and actions

Convenor: A. KRUGLANSKI, University of Maryland.

Social psychological theories often treated motivation as a necessary condition and often approached it in a somewhat static manner. Such static separation misses something important about motivation, namely its malleability and dynamism. Often our wishes, interest, and desires are not particularly steadfast or constant. Often, they fluctuate from one moment to the next as we are affected by the environments that present us with an assortment of distractions, temptations and digressions. An important insight in this regard is that dynamics may be afforded if we abandon the separateness assumption of the ‘motivation versus cognition’ approach and adopt the ‘motivation as cognition’ paradigm. The ‘motivation as cognition’ paradigm is naturally fitted to handle dynamism because in cognitive systems dynamism is the ‘name of the game’. Our associations are in a constant flux, and our desires are not particularly steadfast or constant in rapid succession. Many of these thoughts are motivational in nature; they represent our goals, the means to pursue them or discrepancies from goals attainment. Social psychologists in recent years have begun to explore the cognitive side of motivation using the end state of a goal and methods that are psychologically natural.

The five presentations at this symposium represent the exciting possibilities that the ‘motivation as cognition’ paradigm affords as a fresh perspective on the dynamic nature of our motivations, thoughts, and actions. Ap Dijksterhuis describes the automatic evocation of a variety of beliefs or ‘cognitive habits’ from exposure to a variety of social stimuli. Tanya Chartrand’s work explores the antecedents and triggers of nonconscious goal pursuit and indicates how these may be embedded in everyday social contexts. James Shah’s paper continues that discussion by adding a focus on the self–reflection and goal activation. Arie Kruglanski reviews her work on the cognitive connections between low self–reflection and goal activation. The twin design was used to assess genetic and environmental influences on academic achievement and underachievement and their associations with general cognitive ability.

Methods: The sample was from the Twins Early Development Study (TEDS) in which more than 4000 pairs of twins were assessed at seven years of age using UK National Curriculum Key Stage 1 criteria for English and Mathematics. Cognitive abilities were assessed by telephone using two verbal tests (WISC Similarities and Vocabulary) and two non-verbal tests (WISC–Picture Completion and McCarthy Conceptual Grouping).

Results: Strong general factors emerged from the English and Mathematics scores and from the four cognitive tests. The academic achievement factor and the low extreme of academic achievement showed substantial genetic influence even for pairs of twins in which each twin was in a different classroom. Much of the genetic variance in academic achievement and underachievement can be attributed to general cognitive ability. Nonetheless, some independent genetic and environmental influences on academic achievement remained when cognitive ability was controlled.

Conclusions: It is important that genetics is incorporated into models to account for the influence of academic achievement on educational achievement and underachievement. r.pломин@iop.kcl.ac.uk

The antecedents of non-conscious goal pursuit

T. CHARTRAND Ohio State University.

Although goals are often consciously chosen and pursued, there is also evidence for the non-conscious activation and pursuit of goals (Bargh, Gollwitzer, Lee-Chai, Barndollar & Trotschel, 1996). The antecedents of non-conscious goal pursuit are not well understood in the social psychology of motivation and the antecedents of non-conscious goal pursuit is, therefore, critical at this point. Several routes are...
proposed. First, the perception of another person in the environment who is pursuing a goal can lead us to automatically take on that same goal and pursue it non-consciously (Chartrand, Jefferis & Cheng, 2002). Second, significant others may have goals for us, and this can have an automatic affect (Chartrand & Shah, 2002). First, the presence of the significant other may automatically activate in us the goal that they have for us. However, if an individual feels that the significant other is trying to control him or her, then the presence of the significant other may lead the perceiver to take on the opposite goal, thus giving rise to a type of reactance effect. Finally, the presence of anthropomorphised objects in the environment may also lead to self-regulatory goals that are attributed to the object (Fitzsimons, Fitzsimons & Chartrand, 2002). Seven studies will be presented that provide evidence for these routes of non-conscious goal activation.

Goal priming through significant others and the implications for self-regulation

J. SHAH, University of Wisconsin, Madison.

My paper will investigate the implicit influence of significant others on one’s goal pursuits and efforts at self-regulation. In doing so, I will examine both the determinants of such implicit influences as well as the consequences for self-regulation, cognition, and behavior. More specifically, I will discuss how and when significant others automatically affect goal pursuits, and I will examine the possibility that such priming may depend on our closeness to a significant other as well as the number of different goals this individual has for us. In doing so, I will discuss various consequences of goal priming through significant others by examining how such priming may impact the extent to which goals are pursued (as seen through task persistence and performance), and the extent to which they are inhibited or ignored (especially when a significant other is associated with tasks that we are currently pursuing). Finally, I will examine how such priming may also affect how goals are consciously appraised (in terms, for example, of the priority or value) and how their attainment is emotionally experienced. The implications of this research for self-regulation will be discussed.

Momentary temptations elicit overriding goal activation

A. FISHBACH, University of Chicago & R. FRIEDMAN, University of Missouri.

Our research explores the nature of automatic associations between short-term-tempered (temporal) and the overriding goals with which they interfere. Five experimental studies, encompassing several self-regulatory domains, found that it is methodologically impossible to disentangle overriding goals in the presence of interfering temptations (e.g. activating academic objectives in the presence of procrastination cues). This activation pattern is asymmetrical: whereas temptations bring to mind higher priority ‘play’ cues), and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues). This activation pattern is asymmetrical: whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations (e.g. whereas temptations bring to mind higher priority cues, and ‘television’ facilitates the activation of ‘study’ goals, the latter tend to inhibit temptations).

Mood-as-input and obsessive checking

C.B. MacDonald & G. Davey, Dept. of Psychology, The University of Sussex.

A common feature of many psychopathologies is perseveration (e.g. worrying, obsessive activities such as checking). These studies were designed to evaluate a model of task persistence, the mood-as-input hypothesis, which proposes that an individual’s current mood influences their decision about whether to continue a task in the context of the stop-rules for that task. Stop rules are the implicit rules of thumb that determine choosing whether to persist with a task in the context of the stop rules. In Study 1, participants were told that they would be offered a bonus for reaching their goal. In Study 2, participants were asked if they would like to continue with their task (feel like continuing; FL). The aim was to assess mood-as-input predictions when applied to an analogue checking task that closely resembles those found in some forms of Obsessive Compulsive Disorder.

Participants: 128 university students and staff.

Using a between-subjects design, an experimental checking task required participants to read a test book. The book contained a series of statements that were either true (e.g. ‘I am a success’) or false (e.g. ‘I am a failure’). Participants were asked to decide whether the statements were true or false. In Study 2, participants were also asked to rate their overall mood on a 1-10 scale after each test book. Results: Compared to participants who were not told to continue with their task, participants who were told to continue with their task were more likely to continue with the task, and they were more likely to believe the true statements. These results suggest that mood as input predictions are consistent with a mood-as-input model of perseveration and can be used to identify the factors influencing obsessive checking.

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SYMPOSIA

Psychology and sports officials

Convenor: S. WOLFSON, Northumbria University.

Sports officials need to cope with a wide range of demands while refereeing. Regulating the behaviour of players and other personnel, ensuring the safety and appropriateness of equipment, and keeping track of rules are among the many requirements of the role. High levels of physical and cognitive expenditure are experienced, and a complex array of stimuli need to be considered. Ongoing research is exceptionally emotive and important circumstances. Unlike in most decision-making situations, unstructured feedback is immediately conveyed by audiences, players and coaches, and referees are also the subject of close monitoring by assessors and the media. This symposium examines a number of issues related to sports officials and the contributions which can be made by sports psychologists to the understanding of the referrer’s behaviours and experiences. The first two papers look at stress and coping mechanisms in rugby union and association football. The extent to which referees in these teams experience anxiety, and the cognitive strategies they use to retain confidence, are examined through both self-report and questionnaire methods. The third paper investigates evidence regarding the contribution made by officials to the home advantage in football and Olympic sport. We examine three papers describe psychological intervention programmes which have been devised for and used in collaboration with rugby union officials. The methods used and evaluations of these programmes are considered.

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Referees are human too!

An idiographic analysis of psychological states in Super League rugby league referees

M. Nesti, Leeds Metropolitan University & D. Sewell, University of Hull.

Objectives: The relationship between anxiety, mood and success in sport has been extensively investigated in relation to athletes, however, few studies have assessed the impact of these variables on the performance of referees. In addition, much of this work has tended to view anxiety as a negative emotion that interferes with both enjoyment and performance in competitive sport.

Design: The purpose of this study was to assess how rugby league referees manage the anxiety and mood states that they experienced during their participation in elite level sport.

Methods: This was achieved through use of a diary-based methodological approach. Referees were asked to conduct a detailed analysis of qualitative and quantitative longitudinal data over a 28-day period. This data facilitated the identification of baseline levels for each variable and enabled intra-individual comparisons to be made regarding intensity and frequency of mood states and anxiety.

Results: The results revealed that anxiety did not elevate in the predicted way prior to involvement in competitive sport and that this and other mood states were more influenced by important non-sport-related life events.

Conclusions: This is discussed in relation to recruitment calls for a greater understanding of the important role of the environment in the study of anxiety and emotion in sport and that the positive view of anxiety provided by existential psychology may offer a more promising. The report to the study of this and other psychological states in sport.

Football referees’ self-perceptions and coping mechanisms

N. Neave & S. Wolfson, Northumbria University.

Objectives: Football officials routinely experience verbal and even physical abuse from players, coaches, and supporters. This study investigated the extent to which officials find their activities...
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psychological support offered to English Premier League referees officiating within the Premier League, some Football League and other international matches.

The umpire strikes back: Keeping elite referees legal

D. MASCARENHAS, University of Edinburgh.

Objectives: The aim of this study was to develop a tool to improve the decision-making (DM) accuracy and coherence of a group of English Rugby Football Union (RFU) nation panel of referees.

Design: Rugby union, characterised by high stakes and extreme time pressure, provides a fertile environment in which to explore referee DM through a naturalistic paradigm. The collective understanding and expectations that are provided by shared mental models (Cannon-Bowers, Salas & Converse, 1990) allow individuals to interpret situations concordantly and individually. Thematic brainstorming, problem solving, skill development and empowerment procedures all formed part of the support offered. Quantitative analysis of the changes in mental processes all formed part of the support offered.

Results: Improvements were made in the percentage of correct decisions (M = 44.76 to M = 51.23) ratios of agreement measured by the Kappa Statistic (M = 0.28 to M = 0.34), as well as self-report measures.

Conclusions: These results suggest that explicit building experiential repertoires of reference video to develop a naturalistic method for improving rugby union referees.

Older adults and neuropsychological assessment

Convenor: CHRIS ALLEN, John Hampden Unit, Stoke Mandeville Hospital. Wye Valley Surgery, High Wycombe.

This paper describes a screening project being carried out in primary care practices in Buckinghamshire. There is evidence that primary care staff are poor at recognising the early symptoms of dementia, and that screening can increase detection following earlier intervention for both patients and carers. Screening is one of the key targets for the National Service Framework for Older Adult Services, and this paper describes the measures selected for a project in primary care and its implementation.

U R RBANS UK: The modified test for the UK

I. JAMES, North Cumbria Mental Health NHS Trust.

The RBANS (the Repeatable Battery for the Assessment of Neuropsychological Status) is a psychometric test developed in the US as an early-stage assessment for dementia and stroke. There have been a number of difficulties in its transition across the Atlantic. As a result of its large usage, it has been possible to consider the problems and make modifications, but staying within the structure of the original measure so as to avoid a re-norming of the subscales. This presentation is a clarification of the difficulties of the test with a UK population, and how these problems and make modifications, but staying within the structure of the original measure so as to avoid a re-norming of the subscales. This presentation is a clarification of the difficulties of the test with a UK population, and how these problems and make modifications, but staying within the structure of the original measure so as to avoid a re-norming of the subscales. This presentation is a clarification of the difficulties of the test with a UK population, and how these problems and make modifications, but staying within the structure of the original measure so as to avoid a re-norming of the subscales. This presentation is a clarification of the difficulties of the test with a UK population, and how these problems and make modifications, but staying within the structure of the original measure so as to avoid a re-norming of the subscales. This presentation is a clarification of the difficulties of the test with a UK population, and how these
healthy middle aged (n = 15), healthy older (n = 15), and AD (n = 23). Participants completed a series of neuropsychological tests assessing general cognitive ability, including tests of verbal fluency, attention, calculation and number processing ability. These included assessments of recognition and reading of numbers and operations (e.g., +, −), numerical transcoding, approximate and complete calculation, parity, magnitude, and number knowledge. As expected, significant differences were found between AD and healthy groups in most calculation tasks. However, there was also evidence for relative preservation of some skills. Considering this pattern of relative preservation and impairment, this paper will suggest which aspects of number processing and calculation may prove useful in terms of diagnosis and management.

Assessment of social cognition in Frontotemporal Dementia

S. LOUGH, Fulbourn Hospital, Cambridge & Peterborough Mental Health Partnership NHS Trust.

Frontotemporal dementia (FTD) is the term now preferred to describe non-Alzheimer type dementia affecting the frontal and/or temporal lobes. FTD represents a continuum: at one end is the temporal form, known more commonly as semantic dementia, and at the other, the frontal variant of FTD. The temporal form manifests as progressive avolition and severe impairment of speech and language. In contrast, the frontal variant (f-FTD) is characterised by changes in social and emotional behaviour.

Patients with f-FTD often present to psychiatric services where they cause considerable diagnostic difficulty particularly since they often present with relatively normal cognitive abilities. While there are several tests of executive function, the attentional switching test (Lough & Heaton, 2002) is one which may offer a measure of the diagnostic difficulties associated with FTD, and presents data from recent (Gregory et al., 2003) studies which offer promise of new assessment procedures.

Psychobiology Section – Neuropsychological aspects of polydrug use

Convenor: J. RODGERS, University of Newcastle & A. PARROTT, Dept. of Psychology, University of East London.

There is a growing body of evidence that neuropsychological sequelae are associated with the use of recreational drugs. However, it is difficult to determine whether the findings from such investigations are generalisable to everyday life. Also the work is frequently based upon very small samples of users. Finally it is becoming clear that most users are poly-drug users, posing difficulties in gaining an understanding of the contribution of substances to functioning.

Attempts are now being made to address some of these difficulties by introducing novel methods of data collection, examining drug usage patterns and social cognition. This paper uses a case study (Lough & Heaton, 2002) to illustrate the diagnostic difficulties associated with FTD, and presents data from recent (Gregory et al., 2003) studies which offer promise of new assessment procedures.

Self-reports of neuropsychological performance of polydrug users assessed using the worldwide web

J. RODGERS, Doctorate in Clinical Psychology, University of Newcastle, T. BUCHANAN, Psychology Dept., University of Westminster, A. SCHOLEY & T. HEFFERNAN, Newcastle University & Northumbria, J. LING, Psychology Section, University of Teesside, T. BUCHANAN, Psychology Dept., University of Westminster, A. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University, J. RODGERS, Doctorate in Clinical Psychology, University of Newcastle & A. PARROTT, Dept. of Psychology, University of East London.

Rationale & Objectives: Most recreational Ecstasy users do not use MDMA but take a variety of psychoactive drugs. This polydrug use is often conceptualized as a methodological confound. However it is a far more interesting pattern of drug use than MDMA in isolation, which may be intrinsically linked to the behavioral pharmacodynamics of MDMA.

Methods: This literature on Ecstasy use and associated findings (Griffiths et al., 2003) will be reviewed and the potential for multiple psychoactive drug use will be discussed. Self-reports of polydrug use amongst ecstasy users suggest the use of a range of psychoactive compounds prior to taking MDMA, typically alcohol, nicotine, and cannabis. A website (www.drugresearch.org.uk) was developed and used for data collection. Preliminary self-reports of polydrug use were obtained from a population of recreational drug users which offers promise of new assessment procedures.

Results: Findings were based on data submitted from 763 participants. After controlling for other drug and strategy use, there was clear evidence that differential use of alcohol was associated with impairments in everyday cognitive performance. However, the use of a larger sample size using the Internet allowed the identification of predictive factors, and sensation seeking. However it may also be possible to identify individual differences in the pharmacodynamic profile of MDMA in regular users.

Conclusions: These findings support previous research into polydrug use and extend the findings of previous research: our findings are consistent with the idea that polydrug use of alcohol does have a significant and negative impact on everyday cognitive performance.

Neuropsychological effects of alcohol

T. HEFFERNAN, Human Cognitive Neuroscience Unit, Northumbria University, J. LING, Psychology Section, University of Teesside, T. BUCHANAN, Psychology Dept., University of Westminster, A. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University, J. RODGERS, Doctorate in Clinical Psychology, University of Newcastle & A. PARROTT, Dept. of Psychology, University of East London.

Rationale: Research indicates that heavy alcohol use has a detrimental effect on retrospective memory, but much less is known about its effects on everyday memory. Recently, Heffernan et al. (2002) found that adults who drank excessive amounts of alcohol over a prolonged period reported significantly more errors in everyday prospective memory than matched controls. It is important to attempt to replicate such findings and extend the research to other measures of everyday memory.

Methods: A website (www.drugresearch.org.uk) was developed and used for data collection. Preliminary self-reports of polydrug use were obtained from a population of recreational drug users which offers promise of new assessment procedures.

Results: Findings were based on data submitted from 763 participants. After controlling for other drug and strategy use, there was clear evidence that differential use of alcohol was associated with impairments in everyday cognitive performance. However, the use of a larger sample size using the Internet allowed the identification of predictive factors, and sensation seeking. However it may also be possible to identify individual differences in the pharmacodynamic profile of MDMA in regular users.

Conclusions: These findings support previous research into polydrug use and extend the findings of previous research: our findings are consistent with the idea that polydrug use of alcohol does have a significant and negative impact on everyday cognitive performance.

Ecstasy and polydrug abuse: Clinical aspects, pharmacological issues and post-mortem findings

F. SCHIFANO, A. OYEFEFO, M. POLLARD, J. CORKERY & A. GHODSE, National Programme on Substance Abuse Deaths (np-SAD), Dept. Addictive Behaviour and Psychological Medicine, St George’s Hospital Medical School, Cranmer Terrace, London.

Rationale & Objectives: Surveys carried out in different European countries have shown that polydrug use is the norm and not the exception in the dance clubs/rave scene; in fact, at least three quarters of ecstasy users report concomitant use of other substances (np-SAD). This has led to the suggestion that polydrug use of ecstasy may have a synergistic effect on the context of polydrug consumption. The main published source for drug deaths has been the annual Home Office Statistical Bulletin of notified drug deaths, but it was discontinued in June 1997. The National Programme of Substance Abuse
Deaths (np-SAD), within the Department of Addictive Behaviour & Psychological Medicine, St George’s Hospital Medical School, London, UK, was established in July 1997 and since then has regularly received coroners’ information on deaths related to drugs in addicts and non-addicts. The programme is being extended to Northern Ireland and Scotland. The present report is based on all of the cases stored in the np-SAD database pertaining to ecstasy-related deaths (albeit in the context of polydrug consumption) since its inception.

Methods: To be recorded in the np-SAD database, cases must meet one or more of the following criteria: presence of one or more psychoactive substance(s) adversely implicated in the death; history of dependence or abuse of psychoactive drugs; presence of controlled drugs at the time of death. Cases are reported by demographic characteristics, time, place and circumstances of death, whether they were prescribed medication(s), history of drug use, psychoactive substances present at postmortem (including alcohol), causes of death, coroner’s verdict (and any other information that they consider to be relevant). The response rate from the coroners in England and Wales has been estimated to be as high as about 95 per cent. Ecstasy-related deaths are here defined as: ‘text search identified ecstasy (and/or ‘XTC’, and/or ‘MDMA’ and/or ‘MDA’) written on the coroner’s report’ (other illegal drugs may also be written).

Results: From July 1997 to April 2002, a total of 202 ecstasy-related fatalities from England and Wales have been identified. Twelve of these deaths were in 1997, 26 in 1998, 40 in 1999, 52 in 2000; 66 in 2001 and six in the first few months of 2002. Statistical analysis of the data is still in progress, but it seems that the victims took a number of different prescribed and non-prescribed drugs together with ecstasy (and a non-negligible portion of them died having taken tablets). Post mortem was carried out in the majority of the cases.

Discussion: It is definitely possible that people take an array of drugs together with ecstasy to ‘boost the effects of single compounds and this can have a pharmacodynamic explanation. However, this polypharmacy consumption seems to carry some risks and can be a cause of death. Both the methodological limitations and the public health implications of these findings will be discussed.

Visuospatial memory impairments in users of MDMA (‘ecstasy’)


Objectives: Memory has been implicated as being impaired in users of the drug MDMA (‘Ecstasy’). Other studies have documented deficits in phonological measures of working memory. The present study evaluated whether a measure of visuo-spatial working memory was impaired in users of MDMA and whether a concurrent task loading on the central executive system.

Design: User group (26 current MDMA users, 10 previous users and 18 non-MDMA users) was between participants and dual task (concurrent alphabetic letter generation and no dual task) within participants.

Method: The Spatial Working Memory task required participants to recall a spatial sequence while simultaneously completing a visual judgement task. The task was completed on its own and under dual task conditions.

Results: Younger MDMA users performed significantly better than both MDMA user groups. Current and previous users did not differ significantly from each other. However, contrary to expectation no significant group by dual task interaction was found. The performance decrement among users was no worse with concurrent random generation compared to control conditions. The potentially confounding effects of other drugs were explored via ANCOVA. The main effect of MDMA remained significant. MDMA users showed a significant deficit in phonemic and rhyme clustering and remained marginally significant following control for cannabis use.

Conclusions: This outcome suggests that MDMA users show enhanced deficits in phonologically based measures also experience deficits in spatial working memory. The lack of an apparent effect of dual task is explored with reference to the notion of a fractionated executive system.

The theory of planned behaviour: New developments

Convenor: C. ARMITAGE, University of Sheffield.

The theory of planned behaviour (TPB) is a social psychological model of behaviour that has received unprecedented research attention. This symposium aims to explore the antecedents of behaviour by examining the contributions that additional constructs can make to predicting intentions and behaviours. In the first paper, Christian, Armitage and Abrams incorporate key constructs from self-categorisation theory into the TPB to understand service utilisation in the context of a high-stigmatised and under-researched group, namely homeless people. The second paper, by O’Connor and Armitage reports the application of the additional self-regulatory function of the TPB to parasuicide, a topic that the authors argue has for too long been considered ‘abnormal’ and therefore beyond the remit of the TPB. Rivis and Sheeran report the results of a meta-analysis of the role of descriptive norms within the TPB, arguing that descriptive norms usefully augment the TPB across a range of contexts. Armitage and Sheeran’s paper picks up the theme of ‘additional variables’ by highlighting some conceptual and empirical difficulties with the ‘additional variables’ paradigm, and presenting data that address some of these limitations. The fifth paper, by Abraham and Sheeran argues that insights from goal theory can be used to extend the TPB, particularly in relation to understanding intention-behaviour relationships. Six illustrations are highlighted. This paper (led by Armitage) will draw together these five papers to promote discussion of new directions for research in this area.

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Descriptive norms as an additional predictor in the theory of planned behaviour: A meta-analysis

A. RIVIS & P. SHEERAN, Dept. of Psychology, University of Sheffield.

Objectives: The normative component of the theory of planned behaviour (TPB) has often been described as its weakest link. This study aimed to investigate the predictive validity of an additional normative variable, namely descriptive norms.

Design: Archival meta-analysis.

Methods: This study used meta-analysis: (a) to quantify the relationships between descriptive norms and intentions; and (b) to determine the increment in variance attributable to descriptive norms after variables from the TPB (Aizen, 1991) had been controlled.

Results: Literature searches revealed 21 hypotheses based on a total sample of n = 8097 that could be included in the review. Overall there was a medium to strong sample-weighted average correlation between descriptive norms and intentions (r = 0.40). Regression analysis showed that descriptive norms increased the variance explained in intention by five per cent after attitude, subjective norm, and perceived behavioral control had been taken into account. Moderator analyses indicated that younger samples and health risk behaviours were both associated with stronger correlations between descriptive norms and intentions.

Conclusions: The implications of the findings for the conceptualisation of social influences in the TPB will be discussed.

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Additional variables in the theory of planned behaviour: Some problems, some solutions

C. ARMITAGE, University of Sheffield & P. SHEERAN, Dept. of Psychology, University of Sheffield.

Objectives: The theory of planned behaviour (TPB) has consistently allowed for significant ‘medium’ proportions of the variance in intention and behaviour, yet many researchers test additional variables to increase the proportion of variance explained. This paper addresses some conceptual and empirical difficulties with this work, before reporting a longitudinal study designed to address these issues.

Design: Longitudinal.

Methods: At baseline, 307 participants completed measures of the TPB, past behaviour and intention. Eight additional variables: 65 per cent of these were successfully contacted again at time.
Implications of goal theories for the theories of reasoned action and planned behaviour

C. ABRAHAM, School of Social Sciences, University of Sussex & P. SHEERAN, Dept. of Psychology, Sheffield University.

Objectives: This paper argues that the predictive validity of the theories of reasoned action and planned behaviour could be enhanced by considering key ideas from goal theories.

Background: Many attempts have been made to augment the theories of reasoned action and planned behaviour yet few have adopted a theoretical approach.

Key Points: Goal theories highlight the importance of: (a) construing action as a process dependent on goals; (b) assessing the extent to which people have planned how to perform action; (c) investigating goal conflict in order to understand intention inconsistencies; (d) examining the dynamics of choice; (e) using intention variables within the TPB needs to be approached with caution and an effective analytic strategy must be adopted. However, it is clear that there are a number of key variables that do enhance our understanding of human behaviour.

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Fitting social signals and individual differences in facial attraction to an evolutionary psychology framework

D. PERRETT, E. CORKWELL, A. LITTLE, B. JONES, D. BURT, L. BOOTHROYD & D. PEERRETT, School of Psychology, University of St Andrews.

Background: Individuals give distinct social signals for many actions. Here we examine what effect these signals have on the attractiveness of a partner.

Objectives: Objectives were to investigate whether facial signals are important in determining attractiveness, and to what degree facial signals may influence signals from other body parts.

Methods: We measured facial attractiveness using a psychometric technique, and observed the accuracy of predictions made by participants.

Results: We found that facial attractiveness was highly correlated with overall attractiveness, and that the predictions made by participants were highly accurate.

Conclusion: Our results support the hypothesis that facial signals are important in determining attractiveness, and that they can be used to infer the attractiveness of potential partners.

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Psychobiology Section – Evolutionary Psychology

Convener: J.A. SEED, Northumbria University.

This symposium is being offered by the Psychobiology Section of the BPS in order to bring the very exciting work that is currently underway in this area to a wider audience.

Roofted within the discipline of biology, evolutionary psychologists study the behaviour of organisms. Indeed, the study of behaviour may offer a means of bringing areas of psychology that are currently very disparate, into a coherent interdisciplinary approach.

Key Points: Goal theories highlight the importance of: (a) construing action as a process dependent on goals; (b) assessing the extent to which people have planned how to perform action; (c) investigating goal conflict in order to understand intention inconsistencies; (d) examining the dynamics of choice; (e) using intention variables within the TPB needs to be approached with caution and an effective analytic strategy must be adopted. However, it is clear that there are a number of key variables that do enhance our understanding of human behaviour.

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Evolutionary Psychology – what is it?

R. DUNBAR, University of Liverpool.

Over the last three decades, developments in evolutionary psychology have been so rapid that the field has been referred to as the ‘field that never was’. However, the field has now achieved a level of familiarity with the lay public and the academic community, and the impact of evolutionary psychology on many disciplines outside of their parent discipline, biology, is now widely acknowledged. In this lecture, we will explore the principles of evolutionary psychology and consider the implications for almost every sub-discipline within psychology, from social psychology to clinical psychology.

R. DUNBAR, University of Liverpool.

Variation in women’s partner preferences across the menstrual cycle

I. PENTON-VOAK, University of Stirling.

Objectives: To briefly review a growing body of research studying the variation of female preferences for male characteristics (faces, odour, behaviour) across the menstrual cycle from an adaptationist perspective.

Background: There is a widespread misconception that data from evolutionary psychology are motivational, whereas in fact, women’s menstrual cycle sampling data is seen as a neglected topic in human evolutionary psychology. This paper aims to show the efforts that psychologists and biologists are making to understand human sexuality in the light of evolutionary pressures, and that James’ ‘Hagamos, hogamous’ may be a little out of date!

Key Points: This paper concentrates on studies of menstrual cycle variation in preferences for men’s odour, faces, and behavioural displays. These preferences may be due to a combination of short-term or extra-pair mating, and are hard to explain without recourse to evolutionary theory.

Conclusions: Experimental studies of women’s cyclical preferences for men’s odour, faces, and behavioural displays provide compelling evidence of adaptive psychological function.

Second to fourth digit ratio in relation to body and face shape

B. FINK, University of Vienna, N. NEAVE, Northumbria University & J. MANNING, University of Liverpool.

Background: The length of the index finger relative to the length of the ring finger is sexually dimorphic with males having a lower index finger length. This dimorphism is largely determined in utero. We examined the relationship between body mass index, waist-to-hip ratio, waist-to-peak ratio, facial symmetry and fourth digit ratio.

Participants & Methods: Physical characteristics were assessed in 30 heterosexual male and 50 heterosexual females. Frontal facial images were taken. Digit lengths were measured from photocopies and by actual finger measurements.

Results: Androgenised proportions of the 2D:4D correlated with androgenised forms of BMI, WHR, and WCR, whereas relationships being stronger for females. 2D:4D ratio was significantly correlated with facial asymmetry in both sexes but the correlations were reversed for males and females.

Conclusion: Prenatal levels of sex-steroids are related to adult levels. Sex differences in male and female body shape are related to androgen levels in utero.
Standing Committee for the Promotion of Equal Opportunities (SCPEO) symposium to celebrate the European Year of Disabled People 2003: Disability and Diversity: Psychological perspectives

Convenor: P. FRANKISH, Chair, Standing Committee for the Promotion of Equal Opportunities

This event will provide a forum for the presentation and exploration of issues around disability. Aspects covered will be:

● The psychological consequences of disability;
● Working with learning disabled people;
● Working with disabled people;
● Personal statements from disabled people;
● Personal statements for disability groups;
● Discussion about how the Society can help disabled people;
● Discussion about how disabled people can become psychologists;

Presentations will be individuals and groups who have answered an advertisement in The Psychologist or have responded to a request from the SCPEO to partecipate. The format will follow the plan of a general introduction, followed by paper presentations and short came speeches, followed by a debate on the issues raised. It is hoped that energy will be generated to provide a policy statement for the Society on disability in this Year of Disabled People.

Listening to disempowered groups: A case study examining the expressed needs of adults with learning disabilities

A. McGLAUGHLIN & L. GORFIN, Dept. of Social Sciences, Nottingham Trent University

Objectives: The paper aims to focus on the often silenced voices of adults with learning disabilities about where they live and the support that they require. The case study emphasises the importance of listening to oppressed groups.

Design: Semi-structured interviews with adults with learning disabilities were employed as the most appropriate method of accessing their views, as a written questionnaire or group interview would be difficult for the majority.

Method: A total of 231 adults with learning disabilities were selected, 147 of whom participated directly in an interview. The remainder were involved due to a lack of formal communication skills or due to personal circumstances, such as a recent housing crisis. Due to the potential influence of the presence of a carer or professional, participants expressed a wish to move to more independent housing, with support being highly valued. However, there was clear evidence of a lack of power for this group, with decisions being taken on their behalf by carers and professionals.

Conclusions: The study highlights the potential for adults with learning disabilities in both research and service-planning. The findings point to the crucial importance of a continued effort to give a user voice, not only for adults with a learning disability, but also for all disempowered groups.

Barriers facing people living in an area who have sustained a brain injury

R COETZER, North Wales Brain Injury Service

Objective: To highlight the difficulties people who have sustained a brain injury face when attempting to re-integrate into their communities. To describe how the impairments and disabilities individuals with a brain injury experience may prevent community re-integration in rural areas with limited resources.

Design: A review of selected papers describing service development issues and rehabilitation outcomes in a rural area of Wales.

Method: Findings from research and service development studies within a new community based service in North Wales were reviewed to identify issues of relevance to individuals living in a rural area with a brain injury.

Results: Developing a multi-disciplinary brain injury rehabilitation service requires an awareness of the obstacles facing brain injury and their families who live in rural areas. High levels of unemployment following brain injury in a rural area were common. Young disabled people presented with impairments and disabilities that may have a significant negative effect on outcomes.

Conclusions: Brain injuries result in impairments and disabilities that are unpredictable, but have a profound effect on community re-integration. A lack of rehabilitation and other resources potentially has a significant impact on successful community re-integration in rural areas. Brain injury rehabilitation services and other agencies can potentially assist individuals and their families to achieve better outcomes.

Towards and emancipatory psychology of disability

D. GOODLEY, University of Sheffield & R. LAWTHOM, Manchester Metropolitan University

The counter-hegemony of the International Disabled People’s Movement raises pertinent and troubling questions for psychologists in terms of how they conceptualise ‘disability’ and ‘impairment’ and how they work with disabled people. British disability studies literature takes a sceptical and sometimes, a rejectionist approach in relation to psychology. Critics focus on psychology’s tendency to individualise and pathologise people with impairments, while ignoring wider disabling barriers. In this paper, we argue that psychology has the potential to be a theoretical and practically to disabled people. This potential can be realised if psychologists interrogate their own theoretical and practical orientations towards disabled people. We pinpoint three theoretical and practical resources which we think permit psychology to embrace an emancipatory agenda in relation to disabled people: (1) Social model of disability; (2) Critical social psychology and the de-humanisation of psychology. We will outline these three resources and then consider ways in which they can be put into practice in order to qualitatively contribute towards disabled people’s fight against oppression and discrimination.

Time will heal? The perception of disability as a transitional state

S. WILSON, SKYLARK

This paper will investigate the tendency of both disabled and non-disabled people to perceive disability as a transitional state. Clinical vignettes will illustrate the impact of a transitional state on adults with disabilities. The study focuses on the perception of disability as a transitional state.

The ethics of inequality for all of us

H. BELOFF, BPS Ethics Committee

The Society and its Ethics Committee aims to present both policy and practice for right conduct to Members and Chartered Psychologists. At present with ‘free-standing’ responsibility for the practice of psychologists, it is concerned with the Code of Conduct and the Disciplinary Procedures. However, everything in the field is evolving. The codes and guidelines are becoming more clear and specific. The guidance for complainants are similarly being made more simple and ‘friendly’. Inequality between the seen and unseen of psychologists and their clients has always been the fracture point between humane exercise of skill and the abuse of personal power, from plain bullying to dual relationships. The relevance to work with clients who have an over disability will be obvious, I hope. A brief guide to the current practical situation and the prospects for the future within the Health Professionals Council is given.

Disturbances of awareness: Conceptual, theoretical and clinical issues

Convenor: LINDA CLARE, University College London

Disturbances of awareness following brain damage or disease can relate to global impairments of consciousness, awareness of impairments in specific domains, or reduced self-awareness. The clinical manifestations of unawareness raise important conceptual, theoretical and clinical questions and this area is currently the focus of intense research interest in neuropsychology and neuorehabilitation. The papers in this symposium present a range of recent empirical research that aims to further our understanding of unawareness and its implications. The first paper presents a phenomenon of implicit emotional memory arising during periods of relative wakefulness under anaesthesia in the absence of explicit recall. The second paper presents data for those whose acquired brain disability became disabled later in life. People born with impairment may never have had the necessary cognitive, educational and social experiences to become autonomous adults. While people who have acquired disability later in life often find themselves regressing into adolescence because they have not been prepared for life as disabled adults. I will argue that perceiving disability as a transitional state can be yet another obstacle on the way towards autonomy and equality.

Work from a disabled viewpoint

S. PARRITT, SPOD, London & F. LEVINSON

We are two disabled psychologists, considering a troubling question; why do psychologists have such difficulty in coping with disabled people? Certainly, other professions do not perform any better, but we would expect psychologists to have more insight and be less inclined to stereotype. We will say this not only because of our own direct experience, but also from our study of publications in the area of disability. Most of these are written by psychologists regardless of their validity, which we consider conflict with the reality of the disability experience. We do not want to enter a debate on the merits of the Social v Medical models, at this stage. Selecting an appropriate model should follow on prior action to reduce discrimination within society. No profession can function at its best, without its organisations having an adequate grasp of relevant legislation for psychologists to study the Disability Discrimination Act, not merely in order to meet its basic requirements with suitable practical steps, but also to apply practical skills and techniques to overcome barriers to implementing the Act. Further, to encourage research and training which respects the viewpoints of disabled people. We expect full recognition as fellow professionals and while not wanting to be defined by our disabilities; they should be acknowledged as part of us.

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Awareness under anaesthesia: The role of implicit processing

M. WANG, Dept. of Clinical Psychology, University of Hull.

Purpose: To review the evidence for implicit emotional processing during anaesthesia and sedation.

Background: There is now much evidence that high levels of consciousness and cognitive processing can occur during surgery with general anaesthesia; however, in many cases such episodes are not characterised by explicit recall. In Hull we have been using the Isolated Forearm Technique to identify episodes of wakefulness which would normally go unnoticed by anaesthetists and other theatre staff. There is detailed about how such episodes have psychological sequelae.

Methods & Key Points: The IFT will be demonstrated and a variety of studies using word priming techniques to demonstrate implicit memory, borrowed from experiments with neuropsychological factors. The phenomenon of implicit emotional memory in the context of anaesthetic and surgical procedures is also assessed using standardised measures.

Results: Higher levels of awareness were related to better cognitive rehabilitation outcomes, more accurate self-controlling and self-monitoring. Awareness was associated with depression and reported behaviour problems, but not with performance on tests of executive function.

Conclusions: Depression difficulties may serve as a useful predictor of the likely effectiveness of CR, and this may assist clinicians to identify appropriate interventions for individuals with early-stage AD. The findings indicate that variations in level of awareness in early-stage AD may be influenced by a wide variety of psychological factors, and that theoretical models of awareness require further development in order to take these factors into account.

M. L. CLARE, University College London & l.clare@ucl.ac.uk

The role of social and psychological factors in unawareness in dementia

A. SEIFFER, Middlesex Hospital & L. CLARE, University College London.

Objectives: A person-centred, social and psychological model of dementia was used as a framework for considering the role of psychological and social factors in unawareness of current functioning in dementia. The study’s central aim was to investigate the role of psychological factors such as patients’ pre-morbid personality and coping strategies and social factors such as patients’ communication with significant others in unawareness in dementia.

Design: A cross-sectional correlational design was used to study unawareness in 49 individuals with a ‘non-frontal’ dementia. All participants and their partners completed standardised self-report questionnaire items relating to patients’ awareness of current functioning, pre-morbid personality, coping strategies and style of communication between patient and partner.

Results: Multiple regression analyses produced the following results. Pre-morbid personality factors, AD associated attitudes towards emotional expression, were related to patients’ use of avoidant coping strategies in managing the experience of dementia. Neither negative attitudes towards emotional expression or avoidant behavioural coping related to unawareness after relevant disease-related variables and partner support were controlled for. However, the study did detect an overall relationship between patients’ pre-morbid conscientiousness and unawareness.

Conclusions: The first part of the study was exploratory, using an awareness questionnaire to establish levels and patterns of unawareness. The second part of the study, exploring the relationship between self awareness and cognitive abilities, mood, time post-injury and self-care was based on a correlation design. Awareness was measured on the Awareness Questionnaire. No correlation was found between level of awareness and mood, time post-injury or any specific neuropsychological assessment. There was a correlation between awareness and mood. The potential impact of poor awareness on carers has important implications for clinicians.

H. WARD & T. POWELL, School of Psychology, University of Birmingham.

Objectives: This study explored levels of self awareness and factors related to self awareness in 29 patients with traumatic brain injury.

Design: The first part of the study was exploratory, using an awareness questionnaire to establish levels and patterns of unawareness. The second part of the study, exploring the relationship between self awareness and cognitive abilities, mood, time post-injury and self-care was based on a correlation design. Awareness was measured on the Awareness Questionnaire. No correlation was found between level of awareness and mood, time post-injury or any specific neuropsychological assessment. There was a correlation between awareness and mood. The potential impact of poor awareness on carers has important implications for clinicians.

An exploration of self awareness in people at six to 12 months post-stroke

H. WARD & T. POWELL, School of Psychology, University of Birmingham.

Objectives: This study explored levels of self awareness and factors related to self awareness in 29 patients with traumatic brain injury.

Design: The first part of the study was exploratory, using an awareness questionnaire to establish levels and patterns of unawareness. The second part of the study, exploring the relationship between self awareness and cognitive abilities, mood, time post-injury and self-care was based on a correlation design. Awareness was measured on the Awareness Questionnaire. No correlation was found between level of awareness and mood, time post-injury or any specific neuropsychological assessment. There was a correlation between awareness and mood. The potential impact of poor awareness on carers has important implications for clinicians.

Neuropsychology Division – Cognitive behaviour therapy and neurorehabilitation in acquired brain injury

Convenor: HUW WILLIAMS, Exeter University.

Survivors of Acquired Brain Injury (ABI) often have neuropsychological syndromes, such as amnesia and disexecutive disorders. It has become apparent from recent research that they are also prone to mood and neuropsychiatric conditions. Reactive affective disorders appear particularly prevalent in ABI, and have been – generally – effective in providing interventions for managing, or compensating for, the psychological problems that arise. The potential role of Cognitive Behaviour Therapy (CBT) in the management of depression in ABI survivors. Indeed, there is a good evidence base for the use of neurorehabilitative interventions with this group. However, there has not been similar development for the treatment of psychological disorders for the mood and neuropsychiatric conditions of survivors. It is argued that Cognitive Behaviour Therapy is particularly well suited for integration with neurorehabilitative methods and may provide a means for managing such mood and affective issues for survivors. In Paper 1 there is an overview of how CBT may be used to promote neuroreational difficulties.
self-awareness in ABI groups. In Paper 2 there is an overview of how CBT may be developed for managing irritability and anger. In Paper 3 there is an examination of the elements of CBT and Cognitive rehabilitation may be integrated for managing low mood. In Paper 4 there is a consideration of why and how CBT may be modified for the management of pain syndromes. The papers offer theoretical perspectives, studies and case illustrations. It should also be noted that in two papers (3 and 4) there will be a consideration of how CBT may be provided in a group format for survivors of brain injury. It is envisaged that these papers will provide a basis for more detailed, controlled studies in the use of CBT in neurorehabilitation.

Neurobehavioural rehabilitation and the therapeutic engagement of clients with impaired social awareness following acquired brain injury
D. MANCHESTER, Transitional Rehabilitation Unit, Haylock & R. WOOD, Dept. of Psychology, Swansea University. Impaired awareness can present a significant obstacle in the rehabilitation of persons with acquired brain injury. This paper reviews recent advances in the assessment of awareness and its relationship with emotional functioning and recovery. It also discusses tentative work using measures of information processing styles with this group, and how these may relate to post-therapeutic interventions and outcome. Methods for working with clients with impaired awareness that facilitate engagement as well as long term behavioural change are outlined. Future research issues are discussed.

Utilising CBT in the treatment of pervasive behaviour disorders amongst people with Traumatic Brain Injury: Challenges and limitations
N. ALDERMAN, Psychology Dept., Kemaley Unit, St Andrews Hospital, Northampton. Efficacy of behavioural approaches in the management of behaviour disorders amongst survivors of traumatic brain injury (TBI) is well known. However, the usefulness of cognitive behaviour modification (CBT) has not been systematically researched. Poor homogeneity within this population creates difficulties in assessing these additional group methodologies. In this paper, it is argued that efficacy should be determined through study of the individual, using single case experimental designs, and through replication. Challenges in using CBT will be highlighted, and factors likely to inhibit its use discussed. Successful application of CBT amongst people who have learning difficulties is particularly encouraging. However, it will be argued that within TBI there are at least two sets of variables which constitute either challenges to overcome or barriers to participation in cognitive-behavioural treatments. First, the difficulty in recalling other members of a category. A case illustration is presented of a survivor with very severe orthopaedic pain and depression who benefited from such an approach.

A rationale for the use of cognitive therapy for the treatment of mood disorders following brain injury
F. GRACEY, Oliver Zangwill Centre, Princes of Wales Hospital, Ely, H. WILLIAMS, School of Psychology, Washington Singer Building, University of Exeter & J. EVANS, Oliver Zangwill Centre, Princes of Wales Hospital, Ely.
Purpose: This paper aims to provide a rationale for considering CBT for brain injured clients, and to raise issues relevant to the development of clinical theory and practice.
Background: CBT is gaining increased interest as a treatment for the management of mood disorders following brain injury. There is nevertheless some controversy about its use.
Key Points: A brief review of three areas relevant to considering the rationale for use of CBT with this clinical group: Relevant adaptations of CBT have already been made with other client groups to address issues which are also relevant to those who have suffered a brain injury. Reports of adaptations of CBT for brain injury are few for CBT with brain injured clients have already been proposed which emphasise the need for specific adaptations to address awareness, relationships, and cognitive impairment. Considering the cognitive elements of CBT: Cognitive models offer the cognitive therapist a resource for adaptation and evaluation. Overlap between interventions for executive functioning impairment and cognitive therapy for mood disorders will be presented to highlight this point.
Conclusions: There is a clear basis for the use of cognitive therapy to address emotional difficulties following brain injury. Closer examination of the cognitive aspect of CBT is required when considering therapy with this client group. This provides a means for further theoretical and clinical development.

Cognitive therapy for pain and depression following brain injury: A study of pain profiles and a case illustration
H. WILLIAMS, School of Psychology, Washington Singer Building, University of Exeter, J. EVANS, Oliver Zangwill Centre, Princes of Wales Hospital, Ely & R. DUNT, School of Psychology, Washington Singer Building, University of Exeter.
Survivors of Traumatic Brain Injury (TBI) often have orthopaedic pain, particularly in pain syndromes, as well as complex headache pain associated with their trauma. Co-morbidity of pain with depression and pain with memory disorders is common. Preliminary data is presented from a study of pain symptoms in a TBI group. A significant number of survivors reported pain symptoms for which there are specific clinical and neurological factors with associated problems with mood and sleep. CBT has been shown to be effective for managing pain in non-TBI groups. It is argued that CBT can be modified for TBI groups within the context of cognitive rehabilitation so that they may become better able to manage their pain. A case illustration is presented of a survivor with very severe orthopaedic pain and depression who benefited from such an approach.

Expanding retrieval practice: Implications for learning and memory
Convenors: PETER MORRIS, Lancaster University & CATHERINE FRITZ, University of Hull.
The object of this symposium is to report recent research on expanding retrieval practice (ERP) and to discuss its application to a wider set of learning environments. The symposium hopes to provide some indications of possible improvements in the ability to recall information that is otherwise difficult to learn, but can have inhibitory consequences for other material. In the first paper in the symposium, Hampson reviews past research on ERP and suggests some future research areas. Morris and Fritz then demonstrate the role that expanding retrieval practice plays in the name game technique and report how additional information about the players of the game can be acquired with no detriment in name learning. Fritz, Morris and Nolan report two ERP studies in which ERP is used very effectively with preschool children when they are learning the names of toys and animals. Material from Wood and Saunders, which demonstrates characteristics of inhibitory processes associated with retrieval processes that can inhibit the recall of material that has not been retrieved. Their study of eyewitness memory may also offer some understanding of the misinformation effect. Morris and Fritz report experiments on name learning in which retrieval practice is performed for name meaning are shown to be very effective strategies for name learning. Finally, the discussion section considers the opportunities for future research and applications and limitations of expanding retrieval practice for memory improvement and as a foundation for more effective conceptual development.

Remembering to learn: Perspectives on expanding retrieval practice
P. HAMPSON, Psychology, University of the West of England.
Purpose: The paper is intended both to set the scene for the other papers in the symposium and to provide a theoretical synthesis of current ideas in expanding retrieval practice (ERP) research.
Background: ERP is a memory technique in which the learner makes use of repeated retrieval of to-be-learned information, at increasing intervals, to boost initial learning. ERP has been shown to be beneficial in a variety of typical and atypical learners, across a range of learning situations, with a range of learning materials. As a technique, ERP is straightforward to use and much less artificial than mnemonic methods such as imagery based strategies, and more interesting than rote repetition.
Key Points: To review current work on the functional benefits of expanding retrieval practice, introducing studies ranging from name learning in university students to pre-schoolers in laboratory and naturalistic contexts. To examine theoretical accounts of ERP, and contrast ERP with the phenomenon of retrieval induced forgetting. In ERP benefits accrue from repeated recall attempts, in retrieval induced forgetting, by contrast, recall of category items leads to difficulty in recalling other members of a category. Relations and differences between these phenomena are explored. To consider possible extensions of the approach to different learning settings and domains, such as skills learning, and optimum schedules of skill practice. To raise wider questions of the relation between ERP and the phenomenon of retrieval induced forgetting. In particular, to consider its relation with the feeling of knowing, fringe awareness and recollective experience.

Retrieval practice, bonus information and the name game
P. MORRIS, Dept. of Psychology, Lancaster University & C. FRITZ, Psychology Dept., University of Hull.
Objectives: Names are particularly difficult to learn. The name game is an effective technique for learning the names of members of groups up to group sizes of at least 25. The paper reviews the role that retrieval practice plays in the success of the name game and explores the opportunity for learning bonus information during the game.
Methods: In five studies of the name game we explored the specific benefits of retrieval practice versus just studying the names, with all other conditions held constant between the name game and the name study conditions. In one experiment the comparison was made by reading out the names in the same schedule as the name game. In other studies the participants were able to consult a list of the names rather than retrieve them while playing the game. In two studies of the elaborate name game participants in the retrieval practice condition also reported some detail about themselves that was retrieved with
their names by other group members.

Results: At early and delayed tests, the retrieval practice group was superior to the control group in recall of the names of all three conditions.

Conclusions: The effectiveness of the name game results primarily from expanding retrieval practice on a larger name list, a non-practiced item from the target burglar (Rp-item), or an item from the non-practiced burglar (Nrp-item).

Methods: In both studies, participants were presented with accounts of two different burglaries. In Experiment 1, following initial presentation of the burglary narratives, participants were required to engage in retrieval practice on half of the items about one of the burglaries. Misinformation was then introduced about either a practiced item from the practiced target burglar, a non-practiced item from the target burglar (Rp-item), or an item from the non-practiced burglar (Nrp-item). The combinations of delay between retrieval practice and final test, or a one day delay between initial presentation and retrieval practice, or no delay.

Results: In Experiment 1, participants who received additional retrieval practice following the final test of the practiced item recalled it more accurately than those who received no additional retrieval practice. In Experiment 2, participants who received additional retrieval practice following the final test of the non-practiced item from the practiced target burglar (Rp-item) also recalled it more accurately than those who did not receive additional retrieval practice.

Conclusions: The additional retrieval practice after the final test improved memory for the non-practiced item from the practiced target burglar.

Expanding retrieval practice: An effective aid to pre-school children’s learning


Objectives: To explore the benefits of expanding retrieval practice (ERP) for pre-school children.

Design 1: EXP1: Three groups of children were assigned between three conditions. Day 1: PowerPoint introduction and testing of a new set. Day 3: Test names for previous animals followed by saying the name of the animal immediately after name recall. One week later children were taught the list of six plush-toy pigs using either the ERP or an imagery mnemonic (effective in laboratory research). Names were then tested for recall of each pig's name.

Results 1: Improvements over earlier baseline were observed for children in ERP, ER 145 per cent.

Design 2: EXP2: Three groups (massed elaboration, expanding re-presentation and ERP) were compared following a baseline procedure and experimental manipulations with two additional sets of toys. Recall was tested after two experimental sessions, one of which was delayed by two days.

Methods 2: 63 children, aged 46–58 months, were assigned between these three conditions. Day 1: Seven picture and names were introduced according to assigned conditions and name recall was tested after one minute. Day 2: Test of names for previous animals following by introduction of new items. Name recall was tested after one minute. Day 3: Test of names for recent set and then previous set.

Results 2: At each delay groups differed: The ERP group was better than both the massed elaboration group and the control group; massed elaboration produced the worst. Proactive interference was observed.

Conclusion: ERP provides an effective way to improve children's learning. Future studies should extend these findings to computer-based and whole-class activities.

Forgetting as a consequence of remembering: Retrieval practice and the suggestibility of memory

M. MacLEOD & J. SAUNDERS, School of Psychology, University of St Andrews.

Objectives: To explore the role of retrieval practice in the production of misinformation effects.

Design 1: Experiment 1 had a single factor (delay: immediate, 6 months, 12 months) between-subjects design. Recall was tested after 10 minutes, 24 hours, and 8 days.

Methods: Participants were taught a list of 60 items, and their scores on a subsequent free-recall test were recorded. Delayed recognition test was administered after 12 months. Misinformation items were then introduced in the form of a newspaper article, which described either the target burglary (Rp+item), the non-practiced (Nrp item) or a control burglary. The effectiveness of the name learning but the imagery mnemonic is problematic in real-life conditions.

PAPERS & POSTERS

A study on psychological transformation of parents of children with a learning disability anxious andwären dann ihrer Progenie will cope after they die

A. ABE, M. SATO & K. KABE, Graduate School of Psychology, Nihon University.

Objectives: Most parents of children with a learning disability are anxious about how their children can lead fulfilling lives independent of their disabilities. It is important to examine the psychological processes through which parents achieve psychological stability, including analysis from social points of view, such as contributions made by the community and those who administer policies for the learning disabled.

Design: A non-experimental design was used to acquire data from 59 patients with epilepsy on subjective reports of cognitive dysfunction and objective performance.

Method: The data was analysed using the Multi-Item Analysis Programme (MAP-R) and SPSS.

Results: Findings suggest that no relationship exists between self-reported cognitive dysfunction and objective performance.

Conclusions: A combination of ERP and seeking name meaning can very considerably improve name learning but the imagery mnemonic is problematic in real-life conditions.

The relationship between subjective and objective neuropsychological assessment in people with epilepsy

P. ASHTON, M. MOSS, Northumbria University & G. BAKER, The Walton Centre for Neurology and Neurosurgery, Liverpool.

Objectives: The primary purpose was to investigate the relationship between subjective reports of cognitive dysfunction, as measured by the A-B Neuropsychological Assessment Schedule (ABNAS), and objective performance, as measured by the Wechsler Memory Scale 3rd edition (WMS III), and objective neuropsychological assessment in people with epilepsy.

Methods: The secondary purpose was to provide further evidence of the reliability and validity of the ABNAS as a patient-based instrument for assessing the impact of epilepsy on day to day cognitive functioning.

Results: Findings show that no relationship exists between self-reported cognitive dysfunction and objective performance.
The role of the working memory central executive system in the development of reading

S. ATKINSON, The University of Central Lancashire.

Objectives: The objectives are to investigate whether early working memory strategy is a predictor of reading success independent of other factors, and to examine the role of the central executive system in reading development.

Design: Aim: The design is a longitudinal study. Children were screened in the Reception year at school. A range of measures were collected in Year 1, and will be repeated in Years 2 and 3.

Methods: Four schools were screened using measures of general ability, phonological ability and a dyslexia screening test. On the basis of the results, children were allocated to one of three groups (at risk of reading difficulty, borderline, and not at risk). Measures to be used at each point in time include reading, spelling, vocabulary, and a range of measures of working memory and central executive function.

Results: Early results show a relationship between working memory, vocabulary and reading ability, and marked differences between individuals in their ability to inhibit irrelevant information. The children with the most immediate memory and the ability to inhibit show the greatest number of dyslexia indicators.

Conclusions: Findings are discussed in terms of their implications for the teaching of reading and intervention.

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The influence of depression on housing satisfaction in older people

L. BARTLETT, E. FORSTER & L. PRICE, Dept. of Psychology, University of Sheffield & K. McKEE, Sheffield Institute for Studies on Ageing, University of Sheffield.

Objectives: With government policy throughout Europe directed towards maintaining frail older people in their own homes, it is important that practitioners who carry out assessments of housing needs are properly informed by psychosocial influences on older people’s perceptions of housing satisfaction. This study set out to determine whether self-perceived health and loneliness in older people impacts upon housing satisfaction, and if any impact is mediated by depression. Design: Cross-sectional questionnaire-based survey.

Methods: 81 older people attending a Day Rehabilitation Unit were interviewed using standardised assessment instruments: the Elderly Assessment System (EASY-Care) and Housing Options for Older Peoples (HOOP – mini version).

Results: Findings indicated that participants who rated their general health as poor and reported feeling lonely were less satisfied with their housing (general health and possible depression, rs = 0.40, p<0.01; general housing satisfaction, rs = –0.33, p<0.01; loneliness and possible depression, rs = 0.52, p<0.01; loneliness and housing satisfaction, rs = –0.36, p<0.01). After exploring these relationships, it was found that depression acted as a significant mediator of the relationships between general health and housing satisfaction, and loneliness and housing satisfaction. (rs = –0.24, p>0.05)

Conclusions: When assessing older people’s housing satisfaction, it is important that practitioners take into account that person’s psychological well-being. Targeting a person’s mental health needs may be a necessary first step in correctly identifying and resolving perceived problems with an older person’s home.

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Mental health, coping styles and attitudes to therapy in UK-born Asian Muslim and Asian Hindu students

U. BEGLINGER & H. DEWART, University of Westminster.

Objectives: Much of the previous research on mental health in Asian students in the UK has been carried out on first-generation immigrants. Less is known about UK-born members of ethnic minority communities. This study aimed to compare second-generation (UK-born) female students of Asian Hindu and Asian Muslim backgrounds and UK White students on reported levels of anxiety and depression, and on their coping styles. It also investigated the effects of acculturation and family structure and explored the use of therapeutic strategies.

Design & Method: 174 female students from UK white, UK Asian Hindu and UK Asian Muslim communities participated in the study. They completed the Hopkins Symptom Check-list (HSCL) and the Hopkins Depression Scale (HADS) (Zigmond & Snaith, 1983) and questionnaires concerning their level of acculturation, family structure, typical coping strategies, perceived social support and sociodemographic variables.

Results: Initial results indicated that there was no significant difference between the three groups on anxiety or depression scores. However, participants who grew up in extended families had significantly lower anxiety scores, irrespective of ethnic/religious background. A significant negative correlation between level of acculturation and anxiety was found. There was a relationship between perceived social support and anxiety, while an active coping style emerged as a significant predictor variable for both anxiety and depression. However, students were the least likely to report themselves as turning to their religion at times of stress.

Conclusions: Students’ understanding of Claman’s risk scale

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Objectives: Claman (1998) advocated that a set of six verbal descriptors should be used to convey probabilities of adverse events in order to achieve a ‘standardised language of risk’. This experiment examines how doctors and students interpret the recommended terms, in the context of an explanation about medication side effects.

Design: A three-factor (expertise, severity of side effects, verbal descriptor) within-participants design was used. Scenarios were paired such that side effect severity were manipulated between-participants (each with two levels), whereas verbal descriptor (with six levels) was manipulated with-in-participants (with order of presentation being fully counterbalanced).

Methods: 58 doctors and 160 students were given a short scenario about a hypothetical short course antibiotic, which was said to be associated with six side effects. Probability of occurrence of each side effect was described using one of the six recommended terms, and participants were asked to indicate the percentage of the population who they would expect to experience the side effect if they took the medicine.

Results: A three-factor ANOVA showed significant effects of sample population, with doctors giving lower ratings than students, and an effect severity (with severe effects associated with the lower estimates) and verbal descriptor. More importantly, mean probability estimates for both groups were fairly higher than Claman’s assigned probability ranges for each term, with remarkably few participants choosing arguable lower ranges.

Conclusions: Risk communicators should not advocate the use of particular, labels without clear empirical support. We are still clearly a long way away from achieving a standardised language of risk.

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Differences in executive function performance in hyperactive and inattentive children

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Objectives: Children with ADHD consistently demonstrate impairments on measures of executive function, particularly in response inhibition. However, previous research does not demonstrate which feature of ADHD contributes to these impairments. The current study investigates whether hyperactivity and inattention make shared or independent contributions to the executive function impairments commonly found in this population.

Design: Three groups of seven- to 11-year-old mainstream schoolchildren were selected based on elevated levels of hyperactivity and inattentive behaviour. The groups were: Hyperactive – not inattentive; Inattentive – not hyperactive; Hyperactive and Inattentive (combined). Group performance on two tasks of executive function was compared with that of suitably matched controls.

Methods: Each child was tested individually on two tasks of executive function. The Modified Opposite Worlds task assessed attentional control and the inhibition of a natural (or prepotent) response. The Trail Making task assessed switching between retrieval strategies. It was hypothesised that the one type of response whilst inhibiting another. Accuracy and time taken to complete each trial were recorded for both tasks.

Results: Modified Opposite Worlds: The Hyperactive and Combined groups made significantly more errors than their control groups. Trail Making Task: The Hyperactive and Combined groups took longer than controls to complete the task.

Conclusions: The primary components of ADHD, hyperactivity and inattention may appear to affect performance on measures of executive function in different ways. Hyperactivity was associated with poorer performance on a task that required inhibition of an oral response, whereas inattention was related to a failure to select and inhibit a motor response.

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Predictive factors for cross-cultural variations in jealous reactions to relationship infidelities

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Objectives: Many variables have been suggested to account for differences in relationship jealousy between men and women of different nationalities.

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different cultures, with only limited success in establishing any of these variables as key indicators.

Design: The current paper used stepwise multiple regression analyses of potential predictor variables to preliminarily identify the most likely cultural variables in predicting the differences in romantic jealousy.

Methods: Data was drawn from research reports representing 19 different countries (e.g. Australia, Brazil, China, Germany, Japan, Netherlands, Romania, Russia, South Korea, Sweden, UK and US).

Results: Overall, sex differences between the sexes in jealousy variation was predicted best by fertility rate, with additional predictive variables of interpersonal trust, urban population concentration, and GDP. Females' responses considered by themselves were predicted best by trust within the family, and male responses considered by themselves were predicted best by urban population concentration and institutionalised public health (level of social services).

Conclusions: These results suggest profitable future research directions, as well as a set of testable hypothesised relations for investigations within the context of further cross-cultural work.

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A systematic review of the effects of volunteering in health care settings

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Purpose: The aims of this systematic review were to: (1) investigate the effects of volunteering on those receiving voluntary help; (2) assess the methods used in research on this area; and (3) make recommendations to the Home Office for future funding priorities for research.

Background: Volunteers are increasingly being used in almost all domains of life, particularly those related to health care. Despite widespread use of volunteers within the health arena, little is known about the effects of volunteering. The Home Office thus commissioned a systematic review to evaluate the effectiveness of volunteering from a public health perspective.

Method: Systematic review.

Key Points: 22 randomised controlled trials met the inclusion criteria. The quality of research was generally methodologically poor. The outcomes assessed by the volunteering interventions were psychosocial (e.g. stress of caregivers of elderly relatives), health (e.g. on treatment adherence and follow-up), and education (e.g. increasing mammography screening). Volunteering tended to be more effective on those receiving voluntary help: 12 trials reported favourable effects, three were inconclusive and seven showed no effect. Only three trials evaluating the effects of volunteering were conducted in the UK, one of which favoured the volunteering intervention.

Conclusions: The results of volunteering interventions are promising, but the poor methodological quality of the research prevents the drawing of firm conclusions. Methodologically rigorous research is needed to evaluate the effects of volunteering in healthcare settings in the UK is particularly needed.

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Internet mediated psychological assessment: Problems with use of normative data

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Objectives: Use of Internet-based questionnaire assessment is increasing in many fields of psychology (e.g. research, occupational, clinical). There is evidence that, while psychometric properties of online tests cannot be taken for granted, they can be reliable and valid as well as conferring some practical advantages. However, the ways in which they are used require careful thought, given differences reported in distributions of scores that people achieve in online and offline assessments (especially on measures of negative affect, which is particularly relevant to clinical applications).

Design: To test the hypothesis that traditional paper-and-pencil norms are unsuitable for use with online versions of the same tests, data from three online research projects were compared with appropriate norms.

Methods: The analyses presented are based on the responses of a sample of people, recruited through various techniques, in three different studies. In each case, participants completed an Internet version of a psychological questionnaire (Self-Monitoring Scale, Revised; Everyday Memory Questionnaire; Hospital Anxiety and Depression Scale).

Results: Score distributions for the online measures were compared with published normative data acquired using traditional paper-and-pencil versions. In each case, it was found that use of these norms would lead to serious errors in interpretation of data acquired using the online versions.

Conclusions: These findings have implications for the way in which data from online versions of psychological tests are interpreted (i.e. established norms should not be used). These problems are especially important in situations such as the use of online tests for clinical assessment in behavioural telehealth applications.

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Inclusive fitness and reciprocity in humans' altruistic decisions

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Objectives: Scientists have overwhelmingly endorsed Hamilton's concept of inclusive fitness with regards to human altruism. When an individual invests energy into helping a potential altruist, Trivers' model of reciprocal altruism has generally been used to explain altruistic behaviour. In the present study, we suggest that reported differences in humans' altruistic decisions regarding relatives and non-relatives may have been exaggerated by the likelihood that potential altruists assume their relatives are more likely to reciprocate than non-relatives. We addressed potentially confounding reciprocal interactions of previous laboratory studies by manipulating the relative contribution of: (i) genetic tie (i.e. inclusive fitness); and (ii) previous care (i.e. stimuli for reciprocity) in explaining humans' altruistic decisions.

Design & Method: Participants (n = 254) were presented with biologically significant scenarios and indicated their willingness to engage in a altruistic intervention. Persons requiring assistance were orthogonally presented as: (i) related or non-related to the potential altruist; and (ii) had previously shown the participant a high, medium, or low degree of care.

Results: ANCOVAs revealed that both degree of relationship and previous care were related to participants' willingness to engage in altruistic action. Predicted peoples' reported intention to engage in a burning building to save a threatened person (ps < .01). However, the level of care (i.e. reciprocity) previously shown to the potential helper by the person requiring assistance explained more of the variance in deciding to help than did genetic tie (inclusive fitness) of the two people.

Conclusions: Our research extends the inclusive fitness theory to explain how it applies to humans' decisions to help.

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Sighted children's understanding of the euclidean properties of space

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Objectives: It has been argued that children's spatial knowledge of an environment develops from simple route based understanding to a full appreciation of the layout of an environment (euclidean understanding). The objective of this study was to examine this development longitudinally with a group of sighted children. It was also part of a wider study that aimed to look at how euclidean understanding develops in blind children.

Design/Method: 50 sighted children ranging in age from 3.6 years to 6.5 years were tested. The children completed 13 tasks within their home between three and five times over an 18-month period. Each of the tasks was designed to look at whether the children understood the location of another room within their house in route or euclidean terms. For example the children were asked to point to different rooms within their house; look towards rooms; point and indicate the name of rooms where a door bell was being chimed; name rooms occupied by various rooms within the house; and by building a part of their house with simple building blocks and asking them to point to rooms.

Results/Conclusions: The results so far support other studies indicating that spatial knowledge develops from simple route based understanding to more complex euclidean understanding. However, there have been marked individual differences in the age at which understanding of space in euclidean terms was apparent. This finding will have implications for the understanding of how this knowledge develops and will contribute to the understanding of its development in blind children.

Minimising memory load in multi-stage currency conversion problems

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Objectives: To consider whether linearity and streamlining make multi-stage currency conversion strategies easier. In linear strategies, the output of each stage of the conversion process transforms to an output in the next stage, thus alleviating the need for Working Memory storage and retrieval. Streamlined strategies involve particular operations in consecutive stages, rather than having stages involving dissimilar operations adjacent to each other. This should result in lesser need to retrieve strategic details from previous stages, thus reducing interference with ongoing information processing.

Design: Four independent groups used different three-stage strategies. Strategies were labelled Easy (a reference strategy characterised by both linearity and streamlining), Non-streamlined, Non-linear, and Non-linear Reversed Operation (a strategy even less linear than the Non-linear strategy). Dependent variables were response time and number of correct answers. Calculation time for each stage of each strategy was recorded for response time analyses.

Methods: Participants were 80 volunteer higher education staff and students. Each group learned a strategy and then converted 10 monetary amounts. Also, 30 simple calculations were performed corresponding to (correct) calculations at formalised sets of movements.

Results: For response time, analysis of covariance showed large linearity effects (both non-linear strategies were slower). Streamlining effects were smaller, but largely in the hypothesised direction. For correctness, Kru skal-Wallis tests and follow-up comparisons also showed greater performance with currency streamlining.

Conclusions: Multi-stage currency conversion strategies are substantially easier when they are linear. Streamlining is less important, but may nevertheless be useful to consider. These findings have implications for consumer support policy.

Visualisation as an intervention for the enhancement of karate kata performance: An action research study

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Objectives: To investigate the efficacy of visualisation as a mental skills strategy for the enhancement of Karate 'kata' performance (Kata: formalised sets of movements).

Design: An action research design with single
Social identity processes in multiple categorization
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Purpose: In this poster we review a recent programme of research that has tested Social Identity predictions with respect to intergroup contexts defined by a system of multiple and cross-cutting group memberships.

Background: People do not represent and use social categories in isolation to each other. In many cases social judgements can involve the simultaneous integration of multiple group affiliations, and correspondingly intergroup comparisons may not simply involve totally inclusive inter-groups and totally exclusive out-groups, but instead groups may blur the boundaries between such group representations. The differential distinctiveness that ensues may lead to an increased or decreased motivation to positively differentiate the in-group from the out-group, in line with predictions derived from Social Identity Theory.

Key Points: In several studies we examined the effects of shared or non-shared multiple salient affiliations on explicit intergroup evaluations as a function of pre-manipulation measures of identification on the higher order group to which a person belongs (superordinate, subordinate categorization), we demonstrate the importance of identification in determining the effects of intergroup comparisons. In other work we compare divergent or divergent affiliations lead to a reactive increase, or a reflective decrease, in intergroup bias.

Conclusions: The model of intergroup identification is an important moderator of the effects of perceiving multiple and cross-cutting social group memberships, and such effects support an emerging role for Social Identity processes in intergroup contexts involving multiple social categorizations.

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Redefining women's experiences of menorrhagia and hysterectomy: A qualitative study
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Objectives: To capture the lived experience of menorrhagia and hysterectomy, restricting limiting a priori assumptions. A process model developed to account for women's experiences. Issues of choice and control consummated through thematic and discourse analysis. A subset of the clinic waiting lists. Participants were excluded if they had malignant conditions or scores above recognised cut-offs on the GHQ-28.

Results: Material was analysed using both thematic and discourse analysis. A subset of the data was also second-rated by an experienced researcher without prior knowledge of the subject area or hypotheses, and themes were checked by participants. Adherence to degree of concordance found. Themes included effects of menorrhagia on women's lives, fighting but failing, searching for meaning, reduced coping, unfulfilled hopes, stepping into the void, operative fears, removing the womb/endings, switching roles, assumptions/responsibilities passed on, trust (of the surgeon), lack of information, and resolution.

Conclusions: Attribution theory guides the process model developed to account for women's experiences. Issues of choice and control permeated women's accounts, giving rise to the core theme of disempowerment. Implications for gynaecological practitioners. There was disempowerment in women by provision of accurate information, dispensing with assumptions, and allowing time for women to tell their stories and reach their own decisions.

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Sterotype suppression: Ironic effects on memory and executive resource consumption
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Objectives: This study aimed to investigate the two-fold costs of stereotype suppression suggested by Wegner’s influential model of the suppression process: an ironic memory bias for stereotype-congruent information and a consumption of executive resources.

Method: The experiment had a 2 (suppression instruction) x 2 (interview stereotypically) design with no repeated measures.

Method: 52 students participated after responding to advertisements. They listened to an audio interview containing either a high or low quantity of stereotype items, and were asked to form an impression of the actor in the interview while either suppressing or not suppressing the relevant stereotype. Participants simultaneously completed a computer-based probe reaction task, designed to measure the executive resources being consumed by the impression formation task. Twenty-four hours later, participants completed a free recall task concerning information from the interview.

Results: The participants’ free recall scores suggested that suppression resulted in an encoding bias for stereotype items, as expected. However, the analyses of correct response times revealed an unexpected interaction between interview stereotypicity and suppression instructions. Although suppression consumed resources in the high condition as expected, it decreased resource demands in the high-stereotypic condition.

Conclusions: When a potentially threatening stereotypic information is encountered, the stereotype is not highly activated during the suppression process, so executive resources are consumed as predicted by Wegner’s model of ironic costs, whereas processing highly stereotypic information may prime the stereotype, causing that information to be easily encoded and reducing the executive resources required for this task.

Distress in Parkinson’s disease and heart failure caregiving
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Objectives: Heart Failure (HF) and Parkinson’s Disease (PD) are chronic diseases imposing emotional demands on caregivers (CGs). This study compares the patterns of distress for PD and HF patients and examines whether the structure of CG distress (CD) can be replicated across disease groups.

Methods: 46 PD and 44 HF dyads were assessed using the Davies, Cousins et al. (2002) CD distress scale (CDS). Patients were of comparable age (mean 74.2) and in both populations 77 per cent of the CGs were female.

Results: The CDS has five subscales: emotional burden, personal cost, social impact, care-giving, and responder demands and relationship distress. In this study, the overall scale had a coefficient alpha of .92. In each separate group, CD correlated highly with anxiety and depression (r > 0.70; p < 0.001). Factor analysis yielded four factors corresponding to Cousins et al.’s. Their first factor, ‘personal costs’ however was less evident. Patient cognitive status (MMSE) correlated highly with CD for both disease groups. However, for HF patients, MMSE correlated with the social impact subscale, whereas for the PD patients, MMSE was associated with relationship distress. Overall, women’s CDS scores were higher than those of men, and physically distressed than men. Female gender was also associated with the relationship distress subscale of the CDS.

Conclusions: The CDS appears a useful measure of CD in HF caregiving as well as PD caring and the carers experienced similar levels of distress. It is possible however that the factor structure of the CDS may be different for men and women.

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Self-efficacy as a predictor of strategies used to cope with dissertation stress

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Objectives: To investigate relationships between self-efficacy and strategies used to cope with dissertation stress among undergraduate students.

Design: The research was conducted in an ecologically valid setting using quantitative methods.

Methods: 66 volunteer Level 3 Sport Studies students (age range 20–32 years) completed a 30-item self-efficacy measure designed to assess confidence in producing a successful dissertation, and a 28-item Brief COPE (Time limited version) to assess 14 dimensions of coping (Carver et al., 1989). The second questionnaire was completed after submitting the Brief COPE was completed for a second time two weeks before submission. Based on self-efficacy scores, participants were categorised into a high, medium, or low self-efficacy group. The influence of self-efficacy on coping strategies was investigated using a Repeated Measures MANOVA (time x group).

Results: Repeated Measures MANOVA results indicated a significant main effect for self-efficacy (Wilks’ Lambda 28, 48 = 0.23, p = 0.05, η² = 0.52) without any main effect for changes in coping strategies used over time, and no significant interaction effect. Significant univariate results indicated that high self-efficacy scores were associated with using Active Coping (F1, 36 = 3.86, p < 0.05, η² = 0.18), Seeking Information and Support (F1, 36 = 5.63, p < 0.01, η² = 0.14), and Problem-Focused Coping (F1, 36 = 3.31, p < 0.05, η² = 0.09). Low self-efficacy scores were associated with using Behavioural Disengagement (F1, 36 = 3.82, p < 0.05, η² = 0.11).

Conclusions: Findings indicate that self-efficacy was associated with distinct coping with dissertation stress, and suggest that practitioners could consider improving student’s ability to cope by enhancing self-efficacy.

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Using the Brief Sensation Seeking Scale (BSSS) to predict holiday preferences

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The aim of this research was to examine the utility of the Brief Sensation Seeking Scale (BSSS) in predicting holiday preferences. The BSSS was administered to a convenience sample of 300 participants and of these 111 were retired. Holiday preferences were assessed using the BSSS and showed that it had utility in shaping women’s experience of Internet use. jill.duffield@uwe.ac.uk

Does social comparison assist adjustment to chronic illness in members of a self-help group?

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Objectives: To assess factors which promote adjustment to chronic illness and in particular what role social comparison plays. The main hypotheses were that adjustment (determined by three attitude scales: functionality, goal attainment, and perceived positive change) would be: (a) positively associated with higher optimism and higher self-esteem and (b) positively associated with positive social comparison and negatively associated with negative social comparison.

Design: Cross-sectional postal survey.

Methods: 1000 members of a self-help group (SHG), the Meniere’s Society, were randomly selected and contacted using a 40-item self-help questionnaire (1a) containing the SF-36, four disease severity scales, and demographic factors (55 per cent response).

Four hundred and sixteen people participated in the second questionnaire (1b) consisting of a goal-oriented QoL scale (GOQoL), the post-traumatic growth inventory (perceived positive change), Rosenberg’s Self-esteem scale, and the IPQ-R control subscale (78 per cent response).

Results: Regression results show support for hypothesis (a) that self-esteem and optimism were associated with better adjustment, and control was associated with perceived positive change (after controlling for disease severity and demographic characteristics). After controlling for all these variables, hypothesis (b) was also supported, i.e. positive social comparison was found to predict a better QoL.

Conclusion: These results indicate that

What can we infer from double dissociations?

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Purpose: To critically evaluate the logic of inferences drawn from single and double dissociations.

Background: A dissociation occurs when performance is affected on one task and unaffected on a second task. They are used extensively in experimental psychology and neuropsychology to buttress claims concerning the number and nature of mental processes underlying task performance. Despite its strong intuitive appeal, there is little consensus concerning the logical status of dissociations which, it is argued, reflects a general problem in psychology which lacks theory-neutral terms for conceptual entities such as mental functions or processes.

Key Points: Inferences based on dissociations confute two questions: How many mental functions are there? What do they do? By separating these questions, it is possible to determine what can be inferred from dissociations. Despite widespread opinion to the contrary, dissociations, with one exception, convey no information about the number of mental functions underlying task performance. Furthermore, although they provide some information about the nature of the mental functions involved, this depends substantially on unknown properties of the measurement scales involved. Of greater importance is the discovery of variables that can be shown to independently affect the relevant tasks. More observation of individual neuropsychological cases is of little or no value in this regard.

Conclusions: While dissociations have strong intuitive appeal, they do not support the inferences that are normally drawn from them. Consequently, reliance upon them may be positively misleading and retard progress in psychological science.

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Coping and psychosocial functioning in persons with common variable immunodeficiency

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Objectives: This multi-centred study aimed to investigate coping, psychosocial functioning and quality of life in people living with Common Variable Immunodeficiency (CVID)

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The influence of age on quality of life in renal dialysis patients

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Objective: This study: (a) compares the impact of the disease on the quality of life (QoL) in younger and older patient groups; and (b) investigates the decision process in renal patients who have opted for hospital-based HD as their treatment of choice.

Design: Cross-sectional, questionnaire-based interview with semi-structured component.

Method: 52 renal dialysis patients (26 patients < 60 years, 26 patients >= 60 years) were interviewed about their QoL and treatment decisions. The Schedule for the Evaluation of Individual Quality of Life – Direct weighting was used to measure QoL, with ratings of QoL had been before treatment, and at present (up to six months after commencing treatment). In a brief semi-structured interview patients commented on the treatment decision process.

Results: There was no significant difference on scores for present QoL (with QoL before treatment control) between the two age groups (F(1,49) = 0.01, p = 0.993). However, there was a trend for QoL to decrease over time (F(1,50) = 2.17, p = 0.05). The younger patients ranked different factors as important for their QoL. Six main themes related to the decision to opt for hospital based treatment: home situations/practicality, concern for others, emotional response, treatment aspects and negotiation.

Conclusions: Only large effects could be detected in the analyses, but there was no evidence that renal dialysis affects QoL more in younger than older patients. With different factors important to QoL in the two age groups, standard health-related QoL instruments may underestimate the importance of dialysis for older patients.

The role of means-ends thinking as a factor affecting outcomes in Interpersonal Cognitive Problem Solving (ICPS)

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Objectives: Interpersonal Cognitive Problem Solving (ICPS), is a social problem solving approach to improving children’s peer relationships and social status. The ability to think of alternative solutions (AST) and their potential consequences of actions (CT) are well established within this. This study examines the extent to which means-end thinking (the ability to envisage the steps and difficulties involved in implementing AST strategies) may mediate the relationship between AST and CT during ICPS training.

Design: A group of 31 children were randomised to experimental or control groups, with the proviso that there were approximately equal numbers in each condition. Participants in the experimental group received six sessions of ICPS training; participants in the control groups continued with their normal classroom activities. All participants were tested for AST and CT immediately before and immediately after the training period.

Method: For each training session children in the experimental group were assigned to small sub-groups of approximately four or five individuals. Training sessions lasted approximately 20 minutes each. All training sessions were video recorded and subsequently content analysed.

Results: As predicted, children in the experimental group showed significantly greater improvements in AST and CT skills than children in the control group. Preliminary analysis also shows improvements in AST and CT with training. Detailed analyses of the relationship of means-end thinking to AST and CT will be reported and these will be discussed as factors affecting outcomes in ICPS training.

The implicit use of the self as a role model: Self-generated means-ends thinking

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Preliminary data analysis suggests that the role of means-ends thinking as a factor affecting outcomes in ICPS has been supported. The implicit use of the self as a role model may be an important factor in explaining automatic in-group favouritism. Particular in contexts that are novel to the perceiver (i.e. where no clearly defined in-group prototype exists), the self may be used as an anchor from which to generalise (positive) attitudes to the in-group, but not the out-group. Correspondingly, the in-group may be perceived more positively, by virtue of self-generated positive affect, compared to the out-group. The studies reported examined whether this self to in-group generalisation process occurs pre-conscious and without the need for cognitive effort.

Methods: A range of paradigms were applied to investigate the role of the self-concept in accounting for implicit and explicit processes of in-group definition with respect to intergroup bias.

Background: The implicit use of the self as a definitional anchor may play an important role in explaining automatic in-group favouritism. Particularly in contexts that are novel to the perceiver (i.e. where no clearly defined in-group prototype exists), the self may be used as an anchor from which to generalise (positive) attitudes to the in-group, but not the out-group. Correspondingly, the in-group may be perceived more positively, by virtue of self-generated positive affect, compared to the out-group. The studies reported examined whether this self to in-group generalisation process occurs pre-conscious and without the need for cognitive effort.

Conclusions: The implicit use of the self as a role model may be an important factor in explaining automatic in-group favouritism. Particularly in contexts that are novel to the perceiver (i.e. where no clearly defined in-group prototype exists), the self may be used as an anchor from which to generalise (positive) attitudes to the in-group, but not the out-group. Correspondingly, the in-group may be perceived more positively, by virtue of self-generated positive affect, compared to the out-group. The studies reported examined whether this self to in-group generalisation process occurs pre-conscious and without the need for cognitive effort.
Self-induced hangover and cognitive performance: A naturalistic study

F. FINNIGNAN & D. SCHULZE, Glasgow Caledonian University.

Objectives: This experiment is designed to test cognitive function the morning after self-administered alcohol consumption in a naturalistic setting.

Design: A 2 x 2 mixed design with the within-subject factor SESSION (2 levels: baseline and testing) and the between-subject factor GROUP (2 levels: hangover and control). Cognitive function was measured with the Speed and Capacity of Language Processing test (SCOLP) and a Probe Memory Recall task.

Method: Males and female participants aged 18–50 are recruited from a university population and attend the laboratory twice. Baseline measures are taken and participants are then randomly allocated to a control or hangover group for the testing session. The versions A and B of the SCOLP test are counterbalanced between sessions.

Results: In order to minimise between-subject variation, performance on the tasks is expressed as a change score from baseline. One-way Analysis of Variance will reveal if there is a significant difference between cognitive performance under control and hangover conditions.

Conclusions: Previous research has been equivocal about the effects of alcohol the morning after drinking. Although a hangover may impair task performance, it is unclear whether it actually impairs more complex mental tasks. The results of naturalistic hangover studies have important implications for alcohol use in the workplace and other every-day tasks.

Age differences in associative learning: The role of working memory and executive processes

J. FISK, Liverpool John Moores University.

Objectives: Associative learning is a key aspect of cognitive functioning providing an indication of the individual’s ability to acquire new knowledge and skills. The present study investigated whether age deficits are present in paired associate learning.

Design/Methods: 38 young (average age 23.82, range 22–41) and 35 elderly persons (average age 66.54, range 59–81) were presented with the same eight word pairs for eight trials. After each presentation, participants were prompted to name the first member of the pair and required to recall the second. MANOVA was conducted with age between participants. Dependent variables were the number of successful responses in trial one, the number correct in trial eight and the total number of items forgotten.

Results: The multivariate age effect was significant F(12, 256) = 11.16, p < 0.001. Post hoc tests revealed that older persons were significantly worse on all measures. ANCOVAs revealed that the age deficit was reduced to below statistical significance when controlling for processing speed and working memory span. Other executive measures including verbal fluency, WCST perseverative responses and random letter generation did not significantly attenuate the age effect. Forgetting for well learned versus less well learned items was analysed with level of learning within participants and age group between. This yielded a significant interaction between age and level of learning. Older persons tended to forget material that had not been well learned. Forgetting of associations successfully acquired over two or more trials showed little age effect.

Conclusions: The results suggest that age differences in associative learning are related to the updating component of Miyake’s fractionated executive system.


Objective: To explore the relationship between mothers’ and fathers’ involvement and adolescent children’s emotional and behavioural problems (EBPs) as assessed by the Strengths and Difficulties Questionnaire which was filled out by both mothers and fathers.

Design: Pupils of three comprehensive British schools (one in an inner city, one in a suburb, and one in a rural area), selected to have an average Ofsted rating and around 1000 pupils each, took part in the study.

Methods: Children were asked to fill out a questionnaire, while parents filled out questionnaires for their parents or parent figures to fill out at home. In all, 1091 parents (635 mothers and 452 fathers) took part.

Results: Both fathers’ involvement and mothers’ involvement were negatively associated with children’s EBPs. Children’s EBPs were also positively associated with parents’ mental health problems and interparental conflict, and negatively associated with parental education. Both fathers and mothers perceived sons as being more difficult than daughters. Compared to fathers in intact families fathers who lived alone tended to report less EBPs in their children. In mothers, family structure and children’s EBPs but low socio-economic status was a strong predictor. Although the association between parental involvement and children’s EBPs was strongest for sons than for daughters, the association between mother’s involvement and children’s EBPs was stronger than for single-mother families than for children in intact families.

Conclusions: There would be merit in future studies in extending our limited but growing knowledge about fathering and child outcomes.

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Parents’ involvement and children’s emotional and behavioural well-being

F. FINNIGNAN & D. SCHULZE, Glasgow Caledonian University.

Objectives: To explore the relationship between parents’ and adolescents’ emotional and behavioural problems (EBPs) as assessed by the Strengths and Difficulties Questionnaire which was filled out by both parents (either both mothers or both fathers were involved in the study).

Design: Pupils of three comprehensive British schools (one in an inner city, one in a suburb, and one in a rural area), selected to have an average Ofsted rating and around 1000 pupils each, took part in the study.

Results: Children were asked to fill out a questionnaire, while parents filled out questionnaires for their parents or parent figures to fill out at home. In all, 1091 parents (635 mothers and 452 fathers) took part.

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Conclusions: There would be merit in future studies in extending our limited but growing knowledge about fathering and child outcomes.

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Investigation into the first year student experience, with particular respect to the role of homesickness, and its impact on academic performance

D FORBES, K THOMSON & R LYNASS, Glasgow Caledonian University.

Objectives: The project is investigating the links between emotional and psychological experiences in 1st year psychology students. It explores especially the nature of ‘homesickness’, broadly defined, and how it affects the incidence of student drop-outs and academic performance.

Design: A number of measures of individual differences have been collected using socio-demographic data, personality test scores and academic performance data.

Methods: Homesickness was measured using the Utrecht Homesickness Inventory, as well as self-ratings of current and previous experience. Also completed were Zuckermann and Lubin’s Anxiety Depression and Hostility Scale, and Zimet et al.’s Test of Perceived Social Support. Measures were taken at baseline, midway through the second term, and followed by a workshop on homesickness and coping with it, run by a counsellor from the University’s Student Services Department. Tests were then run again 11 weeks later.

Results: Comparisons have been conducted between participants’ psychological test scores, and home assessment, and homesickness questionnaires, including an examination of different subgroups (e.g. those living at home vjs, those away from home). The data from the tests is being analysed using a multivariate regression and multiple regression used to assess their ability to predict students’ academic performance. Surprisingly, given recently published findings, home environment appeared not to have been a major factor for these students. The data are still being analysed to identify what the key factors may be, and which may best predict exam and coursework performance.

Conclusions: Theoretical issues are explored in the presentation. It is intended that the research should clarify the importance of homesickness, and facilitate more effective support for future students.

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Prevalence and predictors of PTSD in automatic Implanted Cardioverter Defibrillator (ICD) patients

D. FRIZZELLE, University of York, Dept. of Health Sciences, F. HORLSEY, University of Hull, Dept. of Psychology, B. LEWIN, University of York, Dept. of Health Sciences, P. BENNETT, University of Wales College of Medicine & G. KAYE, Hull and East Yorkshire Hospitals NHS Trust, Dept. of Academic Cardiology.

Objectives: Patients who have experienced sudden cardiac arrest (SCA) are treated by implantation of an ICD, a device that delivers electrical ‘shocks’ to the heart to restore normal rhythm. Post-traumatic stress disorder (PTSD) is increasingly being acknowledged as a possible consequence of experience of SCA and ICD implantation, but to date has not been well defined. Therefore, the aims of this research are: (1) to determine prevalence of PTSD symptomatology in an ICD patient population; and (2) to identify potential predictors of PTSD symptomatology and impaired quality of life as assessed using standardised scales.

Design: All patients who have undergone ICD implantation in the past five years at a Regional Implantation Centre will be invited to participate. Participant responses will be obtained via direct postal survey.

Methods: Participants will be asked to complete a questionnaire to identify symptoms of PTSD and for their knowledge about fathering and child outcomes.

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The role of social context when viewing media violence

C. GAITANOU & S. MOORE, London Metropolitan University.

Objectives: The present study examined audience effects on mood and attitude ratings after exposure to violent media content. The role of social context when watching media violence.

Design: A 2 x 2 factorial design was utilised for this study. Both self reported mood changes before and after viewing the film and potential differences in viewers ratings of the film were measured.
investigated. A pilot study was employed to select an appropriate film.

Methods: 119 Participants (equal males and females) all watched the same eight-minute violent film and were equally assigned to three independent experimental conditions: watching the film alone, watching the film with a neutral person and watching the film with an outspoken person. The neutral and outspoken people were co-located with participants watching the film. These conditions involved verbal condemnation of the violence. Mood was self reported (five-point Likert scale) both before and after the film. Facial expressions were also captured (visual analogue scale).

Results: Repeated measures ANOVA and subsequent post hoc testing revealed that participants watching the outspoken condition were less likely to report violent content at seven.

Conclusion: It would seem that the context viewers watch is also an important factor in determining that stimuli’s impact on their behaviour.

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Objectives: To examine the aetiology of the co-occurrence of sleep problems and other behavioural/emotional problems.

Design: A longitudinal sample of twins was used. Methods: Parents of over 9000 twins provided information on their twins’ anxiety, conduct and hyperactivity at 1 (+) time-point at age three, four and seven by completing the Strengths and Difficulties Questionnaire. Sleep information at three to four and seven after was collected using a new sleep scale similar to those used in previous research. Sleep variables were log transformed to reduce skew.

Results: Sleep problems at three to four predicted anxiety (b = 0.10, p < 0.001, R² = 0.17), conduct (b = 0.08, p < 0.001, R² = 0.22), and hyperactivity (b = 0.06, p = 0.001, R² = 0.29), all at seven after accounting for sex, twin status, and stability of behavioural/emotional problems. Comparison of monozygotic and dizygotic correlations indicate that variance in sleep problems to four was due to heredity (0.36), shared environment (0.53) and non-shared environment (0.11). Structural equation modelling found that the phonological component of sleep problems and anxiety, conduct and hyperactivity all at three to four were largely due to heredity (0.16–0.61) and shared environment (0.10–0.33) with less non-shared environmental influence (0.02–0.25).

A small proportion (0.02–0.04) of the shared environmental factors influencing sleep at three to four are also influenced anxiety, hyperactivity and conduct at seven.

Conclusions: Results support and extend previous findings showing that early sleep problems forecast behavioural/emotional problems, and that environmental factors are important covariates between sleep and other behavioural/emotional problems.

Athletic maturity and preferred leadership style using a sample of British athletes A. GREGSON, Staffordshire University, S. JOWETT & A. OLYMPIO, Loughborough University.

Objectives: The present study assessed the relationship between preferred coach behaviour and athletic maturity. Limited research has been conducted to investigate the influence of athletic maturity on athletes preferences for coaching behaviours (Chelladurai & Carron, 1983; Terry, 1984; Terry & Howe, 1984). Athletic maturity has been operationally defined in terms of level of competition, age, experience and the capacity to set high but attainable goals. In this study, athletic maturity is operationalised in terms of age.

Design & Method: Participants consisted of 75 team sport athletes aged from 15 to 24 years, assigned to three levels of athletic maturity. The three levels consisted of 25 high school junior (G.C.S.E.), 25 high school senior (A-Level) and 25 university students. Participants completed the 40-item ‘preferred leadership behaviour’ version of the Leadership Scale for Sports (LSS; Chelladurai & Saleh, 1980) which measures five dimensions of coach behaviour.

Results: Multivariate Analysis of Variance indicated significant differences among the three levels of athletic maturity on a linear combination of the five dimensions of leadership style (Pillar’s Trace = 0.15, F(10, 138) = 1.08, p > 0.05).

Conclusion: Team sport athletes were found to be homogenous in their coaching preferences regardless of their athletic maturity which provides partial support for previous research (Terry, 1984). However, these results contradict Chelladurai and Carron’s (1983) findings. Differences in results could be attributed to the different operationalisation of athletic maturity.

Preferences for cancer genetics services prior to counselling: Early findings

G. GRIFFITH, R. EDWARDS, University of Wales Bangor, J. GRAY, University of Wales College of Medicine & V. MORRISON, University of Wales Bangor, GenQust Team, University of Wales Bangor and University of Wales College of Medicine.

Objectives: To establish the attributes of cancer genetics services (CGS) that are important to patients, the extent to which the attributes and the tradeoffs patients are willing to make between service attributes.

Design: A postal discrete choice stated preference questionnaire with a fractional factorial design was used for the study. Data was gathered post risk assessment and post genetic counselling from patients of the All-Wales CGS. Only preliminary time 1 data is reported here (n = 104).

Methods: Data was gathered via a postal discrete choice stated preference questionnaire with a fractional factorial design. The six attributes identified from a literature search were: staff seen at counselling, waiting time for a letter confirming risk status, distance travelled to the genetic centre, guilt and worry associated with the genetic counselling, availability of testing according to risk status, and the hypothesised cost of the service (willingness to pay).

Results: To determine if attributes were significant to respondents, random effects binary probit regression of service attributes on discrete choice was conducted. All attributes, with the exception of hypothetical cost were found to be significant to patients. In order of importance to patients, the attributes were found to be availability of testing, waiting time, staff seen, distance and duration of appointment.

Conclusions: The majority of patients preferred a consultant led counselling, they were willing to forgo this in favour of improvements in other attributes. These results provide support for nurse and associate led genetic counselling.

The effect of articulatory suppression on recall of auditory images, visual images, written words and spoken words

D. GROOME & L. LEVAY, University of Westminster.

Objectives: To investigate the effect of articulatory suppression on auditory images, visual images, spoken words, and written words, in order to test out the predictions of the working memory model.

Design: This study employed a 2 x 2 factorial design to compare the recall rates, with or without articulatory suppression, for stimuli of four different modalities.

Methods: 122 participants were each presented with 40 test items, presented in one of four modalities. These were auditory images (e.g. the sound of a dog barking), written words and spoken words. For all four groups the participants were required to recall the items verbally over a one minute filled interval. For each stimulus modality half of the participants carried out an articulatory suppression task (the, the, the) during the presentation of the test items, and the other group did not.

Results: Under normal learning conditions (i.e. without articulatory suppression) recall scores for pictures and auditory images were considerably higher than for either the spoken or the written words. However, with articulatory suppression these differences were weakened. Participants in thearticulatory suppression condition were not significantly different from the recall of the four types of stimulus, and no significant interactions between type of stimulus and learning condition (i.e. presence or absence of articulatory suppression).

Conclusion: Auditory and visual images appear to be equally affected by articulatory suppression, suggesting that both have similar level of dependency upon the phonological loop. These results are not consistent with the predictions of the working memory model.

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Gender differences in perception of non-verbal cues to deceit

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Objectives: Many studies have been carried out on gender differences in non-verbal communication of deceit, with as many differing results. The objective of this study is to observe if any gender differences are found with relevance to evolutionary relevant domains of intersexual conflict. The hypothesis then is that men and women will perceive non-verbal cues to deception about sexual and emotional deceit, respectively, in members of the opposite sex more accurately than in members of their own sex.

Design: This study uses a between subjects design, with participants randomly assigned to one of four groups, each of which views four interviews (two interviews of males and two of females; two interviews of lies and two of truths). In the first condition, participants are aware of the truthfulness of the model. In the second condition, participants are unaware of the truthfulness of the model.

Results: videotaped models, for whom relationship commitment levels were assessed using the Sociosexual Orientation Inventory, discussed their attitudes to relationships in two interviews; once truthfully and then stating the opposite views. Participants were undergraduate psychology students participating for course credit, viewed each of the models in one of the interview conditions and then completed the final questionnaire (using Likert scale measures) to test the extent to which they perceived deceit. Open-ended responses were also collected to determine if non-verbal cues were consciously used to assess deceitfulness.

The effect of meals varying in macronutrient composition and Glycaemic Index on mental performance, mood and appetite

R. HANDLEY, L. DYE & N. KING, University of Leeds.

Objectives: To investigate the effects of three meals; high carbohydrate high glycaemic index (GI); high carbohydrate low GI and high protein low GI lunch meals on mental performance, mood and appetite.

Design: A fully repeated measures design incorporating three conditions and measurement at four time points; 11.30–12.00, 1.15–1.34, 2.15–2.45.
Methods: A sample of nine males and three females ages 18–45 were recruited. Glycogen stores were assessed with the administration of a standardised evening meal and breakfast prior to each testing day. Physiological measures of blood glucose were recorded at ~30 minutes (prior to cognitive test battery one), ~90 minutes (prior to cognitive test battery two), ~150 minutes and ~210 minutes after the intervention. The Leeds Electronic Appetite Rating Scale (EARS) assessed subjective ratings of mealiness at regular intervals throughout each test day. Visual analogue scales were also used to assess the impact of meals on visual analogue scales for hunger and fullness. In addition, visual information processing capacity were administered at pre-lunch (baseline), + 45 minutes and + 105 minutes post-lunch.

Results: A post-lunch dip was observed on attention and vigilance tasks, particularly in terms of response times. The high protein meal was most protective against the post-lunch dip resulting in most stable performance profile. Pattern recognition was not affected by meals in terms of accuracy and visual detection improved from the no- and low GI meals with associated enhanced visual information processing capacity.

Conclusion: The protein meal was most protective against the post-lunch dip resulting in most stable performance profile.

The effects of aromas of peppermint and ylang-ylang on mood, performance, and musical preference

Methods: A quasi-experimental, within-subjects design was used, comparable to that of existing studies of ToM in both clinical and sub-clinical populations.

Results: Results showed that increasing para-noia and delusional ideation were both associated with poorer ToM performance independent of IQ and age, but only for verbal ToM tasks. In contrast, increasing para-noia and delusional ideation, to a lesser extent paranoia, were associated with increased numbers of explanations, but only when explanations were given from the not (the agent) perspective. This effect disappeared when ToM performance was taken into account, and higher ToM performance was itself associated with fewer explanations.

Conclusions: Results support Frith’s proposed link between delusional ideation and a specific ToM deficit. The findings suggest that this link may be specific to paranoia. It also revealed that these factors have a bearing on the generation of explanations for interpersonal actions, such that poorer ToM performance leads to an increase in the number of explanations for another’s actions toward oneself.

For further information on this topic, please refer to the sources listed above.
questions were developed by asking the participants to rate the effectiveness of music for each of their attempts and an inverse Likert-type scale ranging from 0 = ‘Not at all’ to 4 = ‘Extremely’. Examples include, ‘If you need to feel lively, how effective is listening to music as a strategy to achieve this?’. I. HODGES & C. PEARSON, University of experience of university psychology

Silent minority: Gay men’s experience of being gay in a university environment. Findings are used to inform discussion of policy/intervention recommendations.

Future research should investigate the criterion validity of the MMRS.

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Are you experienced?: Student values and the university experience

A. HIGHAM, D. CATHERWOOD & C. MILLS, University of Gloucestershire. Objectives: The aim of this study is to explore in greater detail the individual differences acting on the ‘student experience’, in relation to changes in career values, perceived stress and estimated gains from university environments. This is being examined using the following two research questions: How do students’ values affect their attitude toward gains from university study, student stress and satisfaction with the student experience? How do individual differences of age, gender, dependants (marital status, children), finances and hours of work affect student attitudes toward gains from university study, stress and satisfaction with the student experience?

Design: The design is in the form of a longitudinal study, comparing participants’ responses in groups with differing demographics and from universities with differing environments and as they progress through the institution, allowing a comparison of the changes occurring within each group over the duration of the study, dependent upon the differing experiences of each, between testing phases.

Methods: A random sample of 150 students are being studied, recruited over the first month of university and tested again after one year. The materials being used are a short, open-ended and choice questionnaire constructed from the available testing literature and focus groups with a representative student sample.

Results: The results of the questionnaire are the subject of a factor analysis with further inference from content analysis of the focus groups. Data is being collected at present. Comparisons between undergraduate degree programs, for university student support services to enhance the ‘student experience’. A.higham@glos.ac.uk

Silent minority: Gay men’s experience of university psychology courses in the UK I. HODGES & C. PEARSON, University of Westminster. Objectives: This study aims to map the experience of university psychology courses in the UK, in order to explore the hidden curriculum of such courses. As such, this study is the first step towards a more detailed understanding of the experience of being gay in a university psychology department. Findings are used to inform discussion of policy/intervention recommendations.

Design: The study utilises a qualitative approach informed by grounded theory principles. Method: Semi-structured interviews were conducted with a sample of current and ex-students (from different institutions) who had taken psychology as (at least) the major element of their undergraduate degree programmes. In total, 12 participants have been recruited through informal contacts, ages range from 21–45. Data was coded according to accepted grounded theory procedures.

Results: Four key themes have emerged to date: (1) student expectations were not significantly conditioned by sexual identity (this fits with earlier research); (2) participants reported their feelings of exclusion and the curriculum was sometimes described as homophobic and heteronormative; (3) a strategic approach to relationships with staff and students; and (4) various difficulties were identified in relation to the social milieu which resulted in a clear separation between university and domestic environments.

Conclusions: For these participating institutions, the research has had a clear experimental impact upon the learning experience given the following: (1) exclusion due to invisibility with respect to the curriculum; (2) exclusion from the teaching and learning environment; and (3) exclusion from the social/personal environment. These conclusions form the basis of a discussion of best practice with respect to more inclusive teaching and learning practices.

The relationships between parental health, psychological well-being and adjustment among refugee children from Iraq A. HOSIN, S. MOORE & C. GAITANOU, London Metropolitan University. This research project examined the relationship between parental well-being and psychological adjustment among refugee children from Iraq. Design: A questionnaire based research design was employed and intervention focused on the relationship between parental mental health states and their children’s behaviour.

Method: The General Health Questionnaire (30 item version) was completed by both parents of each family and the Children Behavioural Check list questionnaire was completed by each parent for each child within the family. Factors such as time spent in the host country, level of social support, numbers of people sharing the household and the nature of their lifestyles prior to refugee status were also ascertainment.

Results: Newly arrived refugees (one year or less) scored more negatively on the GHQ than their counterparts. No differences were found in GHQ scores of parents in the same family. Stress among this population was high, with 52.46% of parents reaching the clinical threshold level. Family size and parents who have more than one child at home reported significantly higher levels of distress than those who have smaller families (restricted to two adult parents and a child). There was a significant correlation between parent GHQ scores and randomised allocated to four groups. They were asked to identify the conductor amongst a set of materials, by observing the outcomes of computer-generated trials. Initially, materials were presented two at a time in a parallel circuit. A light bulb lit up if one material was the conductor. Prior to each trial, participants reported their current theory about which material was the conductor and predicted whether the bulb would light with the next pair of materials in the circuit. Groups 1 and 2 were asked to find out how to do this (non-specific goal) and Groups 2 and 4 were given the (specific) goal of maximising their prediction score. Additionally, Groups 1 and 2 were asked to base their predictions on the ideas they initially, corrected if they did not. Groups 3 and 4 did not receive this intervention.

Methods 1: The type of learning goal had no effect on performance but encouraging theory- prediction consistency, significantly improved identification of causation and encouraged more reflection upon the outcome on the basis of the application of scientific method. This may reflect the latent activation of an existing scientific problem-solving schema.

Women’s experience of brain injury: An IPA study H. HOWES, D. BENTON & S. EDWARDS, University of Wales, Swansea. Previous research on brain injury has concentrated on outcome after head injury, often using formal batteries of tests. Of the qualitative research that has been conducted cognitive deficits and a lack of insight have justified much of the research from the carer or relatives perspective.
Objectives: The aim of this study is to investigate the experience of brain injury from the patient's perspective.

Design: A qualitative study using interpretative phenomenology analysis (IPA) (Smith, 1995) was employed.

Methods: Semi-structured interviews were conducted with long-term survivors of brain injury and analysed according to IPA.

Results: Preliminary results suggest that women experience a greater sense of disorientation following brain injury compared to men. Women also report a greater sense of loss and confusion during the recovery process.

Conclusions: These findings highlight the need for further research into the specific experiences of women following brain injury.

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Emergent attributes in social category combination: Underlying processes
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Purpose: This paper summarises a programme of research into the processes and consequences of surprising social category combinations.

Background: Previous research has suggested that surprising social category combinations lead to the emergence of novel attributes.

Methods: Studies investigated how the combination of two or more independent categories begins to co-vary.

Results: The findings suggest that when two or more independent categories become more strongly associated, novel attributes may emerge.

Key Points:
- Observations of surprising social category combinations are important for understanding social categorization.
- Novel attributes can emerge when categories are combined in novel ways.

Sex, lies and the Internet: Norm formation and group reaction to gender deception in a virtual community
A. JOINSON, Institute of Educational Technology, The Open University.

Objectives: To examine how norms are formed in online communities following gender deception.

Design: A large-scale study using a questionnaire and online discussion forums.

Results: The study found that online communities are able to form norms regarding gender deception, and that these norms can influence members' behaviour.

Conclusions: Online communities can form norms that influence members' actions, highlighting the importance of monitoring online behaviour.

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Verbal and non-verbal working memory and achievements on national curriculum tests at 11 and 14 years of age
H. JARVIS & S. GATHERCOLE, University of Durham.

Objectives: To investigate the relationship between working memory and performance on national curriculum tests.

Design: A longitudinal study involving 1,000 children at 11 and 14 years of age.

Results: The study found that both verbal and non-verbal working memory were strongly correlated with performance on national curriculum tests.

Conclusions: Working memory is a key predictor of performance on national curriculum tests.

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Evaluation of ‘Checkpoints for Schools’ in a UK city
D. JENNIFER & J. SHAUGHNESSY, Roehampton University of Surrey.

Objectives: To evaluate the impact of Checkpoints for Schools on schools' performance.

Design: A mixed-methods design involving pre- and post-intervention data collection.

Results: The study found significant improvements in schools' performance following the introduction of Checkpoints for Schools.

Conclusions: Checkpoints for Schools is an effective intervention for improving schools' performance.

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Does feedback moderate the influence of cognitive biases on future performance expectations in repressors and high-anxious individuals?
K. JONES, N. SMITH & P. HOLMES, Dept. of Exercise and Sport Science, Manchester Metropolitan University.

Objectives: To examine the role of feedback on the influence of cognitive biases on future performance expectations.

Design: A randomized controlled trial involving 160 participants.

Results: The study found that feedback moderated the influence of cognitive biases on future performance expectations.

Conclusions: Feedback can be used to mitigate the influence of cognitive biases on performance expectations.

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Improving communication of children with autism and their peers at school through ‘circle of friends’. E. KALYVA, University of Sheffield.

The ‘circle of friends’ constitutes an educational approach that aims at the integration of children with special needs into mainstream school. G. KARIMOVA, P. HAWKINS, (Uzbekistan) Sunderland (UK) and Tashkent school.

Objectives: To investigate the experience of pregnancy in urban populations in Sunderland (UK) and Tashkent (Uzbekistan).

Methods: The qualitative in-depth interviews carried out with ten primigravid women from Sunderland and Tashkent aged 18–22 years in 12 and 34 weeks pregnancy in order to observe their lived experience of pregnancy. The data have been analysed through categorisation, which extracted core and sub-categories. The theoretical framework was based on Role Theory and De Jaegher et al.’s ‘Motivations to have Children Model’.

Results: Women from different cultures perform the role of ‘being pregnant’ very differently. Sunderland young women viewed the role of being pregnant as deviating from the role of ‘being successful women’ which they would like to achieve at that stage of their life. They pointed out that performing the role of being pregnant meant that the more preferable role of being successful was almost impossible to achieve or needed to be postponed. This understanding of the role of being pregnant is almost completely different from the experience of Uzbek women, who believe that performing the role of being pregnant leads them to the role of ‘being a mother’, a highly valued position for women of their age in Uzbek society, i.e. ‘being a successful woman’ is closely associated with the role of being a mother.

Conclusions: Pregnancy is seen as a social role that is socially constructed primarily through symbolic interaction processes. As with any other social role, the pregnancy role, as well as the motivations and desire to have children is socio-culturally predetermined, which explains the women’s attitudes towards their pregnancy and the baby, and their psychological well-being during the performance of the role.

Cognition enhancing effects of a soft drink containing glucose and caffeine D. KENNEDY, A. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University & K. WESNES, Human Cognitive Neuroscience Unit, Northumbria University/Cognitive Drug Research, Reading.

Objectives: Glucose and caffeine can improve aspects of cognitive performance, however, there are few data regarding the effects of the two substances in combination. The present study aimed to assess the individual and combined effects of caffeine/guara, glucose, and three levels of herbal extracts in a drink on cognitive function.

Design: A randomised, double-blind, balanced crossover design.

Methods: 20 participants received drinks which were either: 1. placebo drink (containing sweeteners); 2. drink plus caffeine/guara; 3. drink plus glucose; 4. drink plus herbal flavourings; or 5. Whole drink (containing caffeine/guara/glucose/flavourings). Participants received each of the drinks on separate days, with a seven-day wash-out period between treatments. Cognitive and mood assessments took place immediately prior to and 30 minutes after administration of the drink. The primary outcome measures included five aspects of cognitive performance, measured by factor analysis of Cognitive Drug Research Assessment battery subtests, and subjective mood ratings from Bond-Lader visual analogue scales.

Results: The whole drink resulted in significantly improved performance on both the ‘secondary memory’ (p < 0.01) and ‘speed of attention’ factors (p < 0.05) and a significant effect of the individual components of the drink on the cognitive measures studied, although a trend towards an effect of the drink containing caffeine/guara was noted on accuracy of attention. Participants noted an increase in their own efforts to initiate conversations with their peers and in their own efforts to interact with their peers in kindergarten.

Conclusions: This study has shown that there is some degree of synergy between the cognition-modulating effects of glucose and caffeine. davidd.kennedy@unn.ac.uk

Psycho-social aspects of young primigavrid in urban populations of Sunderland (UK) and Tashkent (Uzbekistan)


Objectives: To investigate the experience of pregnancy in urban populations in Sunderland (UK) and Tashkent (Uzbekistan).

Methods: Observations lasted for 120 minutes – 60 before and 60 after the implementation of the approach – for each child. The efforts of the children with autism to initiate communication were recorded together with their responses to the approaches of their peers with or without the teacher intervened or not.

Conclusions: The ‘circle of friends’ was shown to be effective in improving communications between children with autism and their peers at school. The advantages and the disadvantages of the implementation of this approach in the school area were discussed.

Cognitive effects of lemon balm preparations with and without human cholinergic receptor binding properties

D. KENNEDY, A. SCHOLEY & T. TILDESLEY, Human Cognitive Neuroscience Unit, Northumbria University.

Objectives: Lemon Balm (Melissa officinalis) has a pan-cultural history as a traditional treatment for disorders of the memory and nervous system. Design: This study comprised an assessment of cholinergic receptor binding properties, and a randomised, double-blind, placebo-controlled, count balanced, cross-over investigation of cognitive and mood effects of single doses of the relevant extract. Study 1 investigated a commercial extract. Study 2 assessed dried leaf.

Methods: In each study 20 healthy, young participants received single doses of either placebo or the following: Study 1: 300mg, 600mg, and 900mg of methanolic extract – Study 2: 600mg, 1000mg, and 1600mg of dried leaf, at seven-day intervals. Cognitive performance assessments were pre-dose and at a number of post-dose time points using the CDR computerised assessment battery and Bond-Lader scales.

Results: The in vitro analysis established that, whereas the methanolic extract had negligible effects on binding properties, the dried leaf had a substantial ability to displace radio-labelled nicotine and scopolamine from nicotinic and muscarinic receptors in human cortex tissue. Both treatments led to increased calmness, and decrements on the most difficult timed memory tasks. However, the dose-response was reversed in each case. The lowest dose of methanolic extract improved calmness, while ascending doses were associated with increased decrements on timed tasks. In contrast, for ascending doses of the dried leaf these task decrements decreased with increased. The highest dose (1600mg) presented a particularly favourable profile, which included improved secondary memory performance at the later testing sessions and calmness at all testing sessions.

Conclusions: These results suggest that cholinergically active Melissa officinalis or dried leaf, at or above the maximum employed here, can improve memory and mood. Given its potential as a nicotinic agonist it may well be a useful adjunct in the treatment of the cognitive deficits and agitation associated with Alzheimer’s disease. david.kennedy@unn.ac.uk

The psychosocial profile of male GUM attenders with a prior history of sexual abuse/ assault

G. KIEMLE, M. MEHDIKHANI & E. MORGAN, Bolton Centre for Sexual Health, Bolton NHS Foundation Trust.

Objectives: A growing body of research has documented the psychosocial sequelae of women who have previously been sexually abused or assaulted. Findings have associated such events with greater anxiety and stress, problems with sexual function and, in some cases, long-term risks (such as drug and sex Kendi lowest dose for this kind of use. Miss is known about the effects of sexual assaults on men. The main objectives of the present study were to investigate the prevalence of prior sexual assault and childhood sexual abuse among new male patients attending a genitourinary medicine (GUM) clinic in the north of England over a nine-month period, the extent to which past unwanted sexual experiences are communicated to health care professionals (HCP), and their possible impact on patients’ current sexual behaviour.

Methods: This is a questionnaire-based study exploring the psychosocial and psychosexual profiles of a convenience sample of 130 male patients who presented at a GUM clinic, comparing those with a history of the two (GUM = 2003 Proceedings)

Preliminary descriptive analysis of a small sample of the data (n = 40) suggests: (a) low levels of communication and disclosure by HSA patients and HCPs about past unwanted sexual events; (b) surprisingly lower rates of alcohol and drug use among HSA than NHS patients; (c) although HSA patients report slightly higher levels of depression than NHS patients, for both groups HAD scores still tend to be well within the clinically normal range.

Conclusions: There is a substantial difference between patients who have/ have not experienced previous sexual abuse and/or assault cannot be made until all the data are available for analysis (expected by February 2003). Only then will it be possible to determine significant differences in the psychosocial and psychosexual profiles of the two groups, and consider the possible need for patients with a positive history to receive tailored help at GUM clinic.

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Thinking through cultures: Expeditions through cultural entrepreneurship in sub-Saharan Africa

J. KIKOOMA, Makerere University Kampala, Uganda.

Objectives: The aim of this study is to attempt to build a cultural model of entrepreneurship from the British Psychological Society 2003 Proceedings 275
Identifying the ADHD pupil: Primary school teachers’ knowledge about the behavioural characteristics and aetiology of the disorder

E. KOURANTZI, A.M. DAVAZOGLOU & C.M. KOKKINOS, Democritus University of Thrace

Objective: The significance of the role teachers play in the identification and educational treatment of ADHD pupils, raises the need for research to explore whether they are about ADHD. Limited research based evidence argues that they lack accurate understanding on ADHD issues, and hence, involved in the diagnosis and treatment of the disorder (Jerome, Gordon & Hustler, 1994). The purpose of this study was to explore teachers’ knowledge about specific behavioural characteristics as well as the causes of the condition.

Method: A total of 99 Greek primary school teachers completed a validated questionnaire which contained items that intended to assess teachers’ general knowledge about the characteristics and the causes of the disorder in pupils. Demographic background questions were also included.

Results: In essence, this study was an unofficial preliminary diagnosis of an ADHD pupil and teachers were accurate in the identification of his/her basic behavioural characteristics. However, their knowledge about the causes of the disorder is very limited, and the lack of understanding which may have adverse educational implications. The findings are also discussed in terms of the observed demographic differences.

Conclusions: Greek teachers’ knowledge in the identification of ADHD pupils should be further more explored. More in-service training is needed, since they may fail to recommend pupils for evaluation due to the wrong attributions regarding the aetiology of the disorder.

Homesickness and emotional disclosure: A longitudinal analysis.

L. KRAUT, University of Utrecht, H. WILLIS, University of Gloucestershire & M. STROEBE, University of Utrecht

Objectives: Homesickness is a prevalent response to a change in environment and embarking on student life. Van Vliet, Stroebe, Hewstone & Willis (2002) found that female UK students had high levels of adjustment difficulties during the transition to university. We follow a randomly chosen subsample of A-levels and on to University in an attempt to assess the prevalence of homesickness, the coping mechanisms employed and the role of disclosure.

Design: Quantitative analysis will assess the role of predictors and protective measures will attempt to identify triggers and predictors whilst also attempting to assess the role of disclosure as a coping mechanism.

Method: A descriptive questionnaire will be administered. Students will complete a number of measures including homesickness, depression, personality, coping, and general well being scales. At times 2 and 3 (at University) half of the participants will complete disclosure diaries, homesickness and coping scales whilst half of the participants will only complete the scales.

Results: We expect to find, as in our previous research, that homesickness leads to depression and that a relationship between the two exists. In addition we will explore, in more detail, the relationship between personality, attachment style and homesickness and the interventional effects of disclosure.

Coping strategies employed by youth swimmers when dealing with poor performances

M.E. LAFFERTY & K. DORRELL, Chester College of Higher Education

Objective: To examine the coping strategies utilised by elite youth swimmers when dealing with poor performances.

Design: To elicit the views of a large sample population a descriptive research framework utilising survey methodology through questionnaire completion was chosen.

Method: 104 British national youth swimmers participated in the study (77 males, mean age 14.15 years). Prior to participation swimmers, caregivers and coaches were briefed as to the nature of the study and informed consent gained. Swimmers were approached in groups and after receiving a set of verbal instructions completed a modified version of the COPE inventory.

Results: A one-way ANOVA indicated a significant effect (p < 0.05) and to assess differences between groups follow up multiple comparisons with a Bonferroni adjustment were performed. Of the 12 possible coping strategies measured results showed that six were used significantly more by others and that there were some of a problem (Coping, Active Coping and Planning) and emotional (Acceptance and Positive Reframing & Growth) coping strategies.

Interestingly all of these aforementioned strategies were used significantly more than either Social Support Instrumental or Social Support Emotional.

Conclusions: Results show that youth age group swimmers use coping strategies that are reliant on themselves rather than seeking social support when dealing with poor performances. Further investigation is warranted to explore whether this is a gender related phenomenon or perception of low social support or an inadequacy in support networks within junior and youth sport.

Family adversity and genetic risk for anxiety and depression


Objectives: The influence of social and family factors on the genetic risk to develop anxiety and depression symptoms was examined in a population sample of adolescent twins.

Design: Twin analyses can partition phenotypic measures into genetic and environmental variance components. Structural equation modelling techniques can test for significant differences in the patterns of genetic, shared and nonshared environmental effects in several conditions.

Methods: Questionnaire data was collected from 1,032 twin pairs including 339 monozygotic (MZ), 334 same-sex dizygotic (DZS) and 395 opposite-sex dizygotic (DZO) pairs aged between 12 and 19 years, and their parents. Anxiety and depression symptom scores were ascertained from adolescent self-reports. Data on family-wide risk variables including recent social problems and parenting stress, and adolescent educational levels were collected from parents. Based on cut-offs scores, the sample was divided into low- and high-risk groups.

Results: Twin correlations across the three zygosity groups (MZ, DZS, DZO) were .47, .38 and .21 and .69, .25 and .33 in the low and high-risk groups respectively. For depression the correlations were .38, .38 and .16 and .53, .31 and .31. These initial results indicate greater heritability of anxiety and depression in high-risk groups . Model-fitting analyses will be conducted to establish the statistical significance of these aetiological differences.

Conclusions: Behavioural genetic analyses need to move beyond simple main effects to consider interactions between genes and environment. Possible moderators by which such interactions will be discovered will be discussed.

Critical periods for the development of specific fear? The effect of information on fear acquisition

J. LAWSON & A. FIELD, University of Sussex.

Objectives: Previous work on animal fear and phobia acquisition indicates that onset is commonly an exacerbation of normal developmental fear which is context bound. Unfortunately, a reliance on retrospective accounts means that conclusions are limited, and recent experimental intervention studies have been limited to self-report fear-related belief measures with single age groups. Will the effects
of valenced information show up in behavioural and implicit tasks, and are children more sensitive to information about animals at different ages?

Methods: Children aged between seven and nine years of age (n = 59) and 12 and 13 years (n = 58) were given positive information about one novel animal, negative information about another and no information about the third. The effects of this information were assessed using a self-report questionnaire, a behavioural approach task and an implicit attitudes task immediately after the information was given, and again after a week, a month, and three months.

Results: Overall, negative information increased (and positive decreased) task-oriented beliefs and behaviours, and the results of the implicit task suggest that these effects were not due to task demand, but rather an interaction with age, suggesting that valenced information about animals has a more powerful effect in middle childhood than in early adolescence.

Conclusions: In line with previous work, information was found influence children’s fears and fear-related behaviours. This research demonstrated that the influences can persist over a period of months and interact with age, evidence which bears on the idea that there may be critical periods for the development of specific fears and phobias.

Negative and positive priming in OCD Patients and Student Controls.
N. LeBOUTILLIER & M. BASHIR, School of Health & Social Sciences, Middlesex University.

Objectives: The aim of the experiment was to compare negative and positive priming effects in Obsessive Compulsive Disorder (OCD) patients with a student control group in a new angle comparison task.

Design: A mixed two (OCD and Control) by two (negative priming-control scores and positive priming-control scores) by two (30 and 60 degree angle comparison difference) design was employed. The variables were subject identity, harmonic mean response times and the number of errors recorded.

Methods: 11 OCD patients were selected on the basis of their Yale Brown Obsessive Compulsive Scale (Y-BOCS) scores and self-report version of the Y-BOCS scores. These were matched with 11 non-OCD participants. Stimuli were derived from Paivio’s perceptual clock task and employed a standard negative priming protocol. Material were presented on a Apple Macintosh via SuperLab software. Following instructions and 20 practice trials the 96 experimental trials were randomly presented in a single block.

Results: Analysis revealed that positive priming effects supported previous findings on angle comparison and negative/positive priming. Significant two-way interactions were found through the harmonic mean response time and the number of errors recorded.

Conclusions: Initial analyses revealed stronger priming effects in patients than in a student control group. However, further analyses suggest expected positive priming effects but counter-intuitive negative priming effects. These findings are not consistent with that of previous research.

Who Shot the President? Socio-cognitive biases and reasoning about conspiracy theories
T. MILLER (MSc, MPhil) & S. H. W. RANABIR (PhD), Department of Psychology, Royal Holloway University of London.

Objectives: Previous research has suggested that individuals are more likely to invoke a conspiracy theory to explain an event if the outcomes of that event are serious (‘major-event major-cause’ heuristic). An experimental study addressed three aims concerning inference-making about conspiracy theories. First, to confirm whether a ‘major-event major-cause’ heuristic underpins beliefs in conspiracy theories. Second, to examine how individuals regard the veracity of information that is reported. Third, to explore the effect of task demand on the beliefs an individual may have regarding conspiracy theories.

Design: A between-subjects design was used.

Methods: A total of 140 participants were randomly assigned to one of four experimental groups and given a vignette describing the attempted assassination of a fictional President. Vignettes differed by referring to the magnitude of event and cause. Participants were then asked to rate statements that were either ‘inferential’ (relating to the event itself), ‘strategic’ (relating to the information reported). Finally participants were asked to answer questions concerning their beliefs in conspiracy theories accounting for real-world events.

Results: Results confirm the existence of a ‘major event-major cause’ bias in reasoning. However, general beliefs in conspiracy theories were not related to inference-making. Participants who tended to believe in conspiracies to explain real-world events were more likely to doubt the veracity of the reported details of the event.

Conclusions: The current study highlights the relationship between socio-cognitive biases and reasoning about conspiracy theories. However these biases cannot solely explain why some individuals are more likely to believe in conspiracy theories. It is argued that circular relationship between (trust or lack of it in) evidence and inference-making leads, over time, to more extreme beliefs in conspiracy theories. An individual’s social identity as a believer or non-believer in conspiracy theories may also be important.

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Personality, prayer, and church attendance among a sample of 11- and 18-year-olds in Norway
C.A. LEWIS, University of Ulster at Magee College, Northern Ireland, L.J. FRANCIS, University of Ulster, Biresh Wynes & T. ENGER, Ostfold College, Norway.

Background: A series of recent studies has employed various measures of Eysenck’s dimensional personality theory to investigate the association between religious participation and various personality variables. The current study employed various measures of Eysenck’s personality questionnaire (Eysenck Personality Questionnaire, Eysenck Personality Questionnaire) and investigated the relationship between religious participation and a child’s developmental levels of frequency of religious participation and a child’s developmental levels of frequency of religious participation.

Methods: The current study employed various measures of Eysenck’s dimensional personality theory to investigate the association between religious participation and various personality variables. The current study employed various measures of Eysenck’s personality questionnaire (Eysenck Personality Questionnaire, Eysenck Personality Questionnaire) and investigated the relationship between religious participation and a child’s developmental levels of frequency of religious participation and a child’s developmental levels of frequency of religious participation.

Results: Results confirm the existence of a ‘major event-major cause’ bias in reasoning. However, general beliefs in conspiracy theories were not related to inference-making. Participants who tended to believe in conspiracies to explain real-world events were more likely to doubt the veracity of the reported details of the event.

Conclusions: The current study highlights the relationship between socio-cognitive biases and reasoning about conspiracy theories. However these biases cannot solely explain why some individuals are more likely to believe in conspiracy theories. It is argued that circular relationship between (trust or lack of it in) evidence and inference-making leads, over time, to more extreme beliefs in conspiracy theories. An individual’s social identity as a believer or non-believer in conspiracy theories may also be important.

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The psychological impact of sharps injuries: Applicability of a cognitive model of anxiety
W. LOSTY, Royal Victoria Hospital, Belfast & E. CAMPBELL, Gartnavel Hospital, Glasgow.

Objectives: Sharps injuries result in exposure to blood or body fluids and carry a risk of transmission of Hepatitis B & C and HIV. These injuries can result in psychological symptoms primarily worry and anxiety, (1) To describe the presence of anxiety following reported sharps injuries, (2) To establish factors that predict anxiety symptoms and to consider the underlying psychological processes.

Design: Cross-sectional studies of anxiety, worry and PTSD inform the research. The design is a prospective follow-up with psychometric measures collected one week, one month and four-months following sharps injury. The four months follow-up period was chosen as it is a month after blood test results can be made available to the injured health care worker (HCW).

Methods: 100 consecutive HCWs who report sharps injuries will be involved with the Health Trusts. Sharps Injury Perception Scales have been developed and are administered along with the Calm work Related Stress Audit and the Post Traumatic Diagnostic Scale. The psychological impact of sharps injuries will be assessed as part of the model of anxiety.

Results: Data has been collected for approximately 70 participants. The data will be analysed using multi-variate analyses.

Conclusions: The results will be discussed in terms of psychological processes that are relevant to normal and extreme reactions and implications for management of sharps injuries.

An investigation of the link between theory of mind and communication skills in young children
K. MARIDAKI-KAKAS & E. ANTONOPOULOU, Harokopio University, Athens.

Objectives: The aim of the present study was to examine whether children who exhibit a theory of mind are able to evaluate and understand communication. It is known that in order for children to communicate effectively they must know the difficulties between the literal meaning of a message and the intention of the person who conveys it. Theory of mind ability enables children to develop such skills because it allows them to think about and take into consideration the plans, beliefs and intentions of others. With
respect to the above, it can be hypothesized that children who have a theory of mind are more likely to detect the difference between the meaning of a message and the intention of a speaker within a communication act.

**Design:** Five tests were administered to all subjects who participated in an experimental study. The participants were 90 children aged four to five years old. They were randomly selected from state schools in Athens, Greece. Children’s theory of mind understanding was evaluated with four false belief tasks. The testing schedule was a balanced design with a listener-study test. Results: Preliminary results indicated an important link between children’s false belief understanding and their ability to evaluate messages in communication.

**Conclusions:** The results contribute to the study of theory of mind. They also have educational implications.

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**What does the Hospital Anxiety and Depression Scale measure in renal patients?**

C. MARTIN, Dept. of Health Sciences, University of York. A. TWEED, Dept. of Medical Psychology, University Hospitals of Leicester NHS Trust & M. METCALF, Dept. of Surgery, University Hospitals of Leicester NHS Trust.

**Objectives:** To determine the psychometric properties of the Hospital Anxiety and Depression Scale (HADS) in patients with end-stage renal disease (ESRD) and to determine the suitability of the instrument for use with this clinical group.

**Design:** Between subjects and cross sectional design. The independent variable was type of treatment for ESRD. The dependent variables were HADS total (all items) and HADS anxiety and depression sub scale scores.

**Methods:** Group differences in HADS scores were determined using between-subjects one-way Analysis of Variance (ANOVA). Exploratory and confirmatory factor analyses were conducted on the HADS to determine its psychometric properties in 160 patients with ESRD. Seven models were tested to determine model fit to the data.

**Results:** Though internal reliability estimations of the anxiety and depression sub-scales were found to be acceptable, the expected two factor solution failed to emerge from the data set. None of the seven models tested proved to be an adequate fit to the data. Treatment modality was found to have a significant impact on HADS assessed levels of anxiety and depression.

**Conclusions:** The clinical utility of the HADS in the assessment of anxiety and depression in ESRD patients may be enhanced by using the HADS total (all items) score as an index of psychological distress.

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**Supporting people in their own homes**

S. MAWHINNEY, Praxis Care Group.

A new community mental health service has been set up in Leicestershire to provide a one-to-one support service to individuals in their own homes by a trained mental health worker. Measuring outcome is fundamentally important when assessing community-based services. It provides evidence of the effectiveness of the service and sets an agenda for future development. The Life Skills Profile (Rosen et al., 1989) was used to assess client outcome. Care co-ordinators completed the Life Skills Profile (LSP) for each client prior to them joining the service. The addition of Support Workers completed the LSP at six months, 12 months and 18 months after service uptake. Mean scores on each of the five sub-scales across the three times were available for 25 individuals. Change across time was explored using the Friedman non-parametric two-way analysis of variance. Results indicated that there is a significant improvement in scores across the three testing times in four out of the five sub-scales. In addition to this quantitative information, clients participated in an in-depth interview to explore how they felt they had changed as a result of using the community-based service. Rather than answering the question “how did the care work?”, the paper will endeavour to understand how it works, for whom and in what circumstances, thereby contributing to the development of ‘practice-based evidence’ (Rosen 2000).

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**The Belfast Youth Development Study (BYDS): An investigation of the onset and treatment of adolescent drug use**

P. MCCRYSTAL, A. PERCY & K. HIGGINS, Institute of Child Care Research, Queens University Belfast.

The Belfast Youth Development Study aims to investigate the incidence and treatment of adolescents associated with adolescent drug use. In addition to the study there is a number of key objectives: The comprehensive mapping of drug use among young people, and the way this may change over time. The examination of the psychological and social processes that shape drug use pathways of young people. The exploration of risk and resilience amongst high-risk groups. The BYDS is a longitudinal study. It follows a cohort of 3844 young people from secondary care education in the Autumn of 2000 and aims to follow them through their school career. It is comprised of several overlapping samples. The main sample of 3844 students comes from seven towns in Northern Ireland. These consist of schools in Belfast, Ballymena, and Downpatrick. This ensures that a representative of the social and economic demographics of Northern Ireland. In addition, a booster sample of young people consisting of those excluded from mainstream schools and those young people followed in a study running parallel to the main school survey. Each young person has been interviewed twice with a questionnaire developed by the researchers at the Institute of Child Care Research. This paper reports on the findings from the first year of development of the instrument. It will present findings in relation to drug use patterns, as well as socio-economic factors associated adolescent drug use, parental supervision, the influence of school, the neighbourhood in which the young people live and their leisure activities. This will show the developing trends among this group of young people. The paper will be available online.

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**Theory of mind in focal epilepsy**

J. McCAGH, Liverpool John Moores University. R. CORCORAN, University of Manchester. G. BAKER, Liverpool University & The Walton Centre for Neurology and Neurosurgery, Liverpool.

**Objectives:** People with epilepsy frequently report problems in their social functioning yet to date there has been little research investigating the socio-cognitive skills of this group.

**Aim:** The present investigation aims to evaluate performance on ‘theory of mind’ tasks in relation to epileptic seizure foci in order to explore the organic basis of ‘theory of mind’ abilities and to enlighten our understanding of social cognition in epilepsy.

**Design:** This study used five experimental groups (n = 65) patients with clearly defined epileptic seizure foci in left front temporal cortex, the right and left temporal lobes, a primary generalised epilepsy group and a group of normal controls.

**Methods:** All patients were recruited from a tertiary referral unit. Patients were assessed on their appreciation of deception and false belief in ToM stories and their ability to infer the veiled intentions behind speech acts in a Hints task. IQ was controlled for using the Quick Test.

**Results:** There were significant group differences on both ToM stories and hinting task performance. Post-hoc analysis indicated that the patients who entered postprimary education in the right and left temporal lobes, a primary generalised epilepsy group and a group of normal controls.

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**Student health professionals’ perception of support during clinical placements.**

J. McKECHNIE & K. THOMSON, Glasgow Caledonian University.

**Objectives:** The study investigates how perceived social support affects student satisfaction. The theoretical drive behind the study was to explore the nature of student support, who provides it, and how it affects student satisfaction.

**Design:** A questionnaire/survey design was utilised comparing 3rd year Nursing (N) and Occupational Therapy (OT) students’ perception of support on clinical placements.

**Methods:** After they had experienced a number of placements, 40 OT’s and 25 N’s completed a questionnaire during a theoretical study block. Results: Pearson correlations showed that if the placement experience closely matched what had been previously marketed, this positively correlated with perception of overall support (r = 0.001). Overall support also positively correlated with working with a mentor by side by side (r = 0.002), and contact from a university lecturer (r = 0.017). T tests showed that there were significant differences between N’s and N’s in the amount of time spent working with a mentor (r < 0.001), feeling supported by a mentor (r < 0.001) and overall satisfaction with support (r < 0.001) where the OT’s score higher in all cases.

**Conclusions:** Students perceive that they are more supported when in placement as they have a close working relationship with a mentor and some contact from a university lecturer. Lower perceived support by N’s compared to OT’s may be due to a group of N’s being placed together in a clinical area thereby competing for limited resources.

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mentor support. Helping students to realistically imagine what a placement may be like could increase their support and overall satisfaction with the clinical experience.

Interpretation of ambiguous information and childhood anxiety: A twin study
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Objectives: Anxious children tend to interpret ambiguous situations as threatening, and respond with avoidant solutions (Barrett, 1996). We examined the expression of these cognitive biases and their association with anxiety.

Design: Pilot data was used to establish inter-rater reliability (e.g. eigenvector), and eight-year-old twin pairs were used to identify environmental and genetic influences on cognitive style and anxiety.

Method: Twin sample of 250 pairs where one child scored in the top 15 per cent on anxiety symptoms at age seven, and 50 control pairs. Data are available on the first 100 pairs. Participants completed the Ambiguous Situations Questionnaire (Barrett et al., 1996). Forced choice interpretations were either threat or non-threat. Responses were coded as avoidant, aggressive, informing others (distinguished from other avoidant solutions) constructive or purely affective.

Results: Inter-rater reliability for the solutions was high (kappa = 0.93). Pilot data revealed an association between number of threat interpretations and aggressive responses (r = 0.44), informing others solutions (r = 0.46), and a lack of constructive responses (r = –0.38). Total threat scores were significantly correlated with number of threat interpretations (r = 0.31), aggressive responses (r = 0.30) and negatively with constructive responses (r = –0.31). Separation symptoms were significantly correlated with number of threat interpretations (r = 0.43) and informing others solutions (r = 0.46).

Conclusion: This study will enable us to examine previous associations between anxiety, threat interpretations and responses. Within-pair similarity for monozygotic and dizygotic twin pairs will enable us to estimate genetic and environmental influences on these associations.

The effects of iconic gestures in the recall of semantic information in narrative
N. McGLOUBLIN & G. BEATTIE, The University of Manchester.

Objectives: Iconic gestures are movements of the hand and fingers that have close formal relationship with the semantic content of the accompanying speech. Previous experimental research has found that iconic gestures contribute additional semantic information to the overall message. However, there are a large proportion of iconic gestures that do not seem to convey additional information, it is the purpose of this research to determine the function of these gestures. Specifically, we tested the possibility that iconic gestures may have an effect on the recall of linguistic information by emphasising certain segments of the narrative.

Design: In the present study, we used an experimental design in order to observe any causal effects of the iconic gestures on the recall of narrative.

Method: 40 participants watched a video of a confederate narrating three cartoon stories, at certain points during this narration the confederate made iconic gestures. The responses of the participants were recorded and later transcribed. Based on the free recall of each participant we were able to see if the iconic gestures, made by the confederate, had any effect on the recall of the clause that they accompanied.

Results: Using statistical analysis (Mann Whitney U tests) we found that a clause was significantly more likely to be recalled when it was accompanied by an iconic gesture compared to when it was not. Furthermore, we found that the presence of an iconic gesture significantly increased the recall of certain semantic categories within the clause.

Conclusion: The findings of this study indicate that even though iconic gestures may not convey additional information it still has a communicative function as it emphasises information already present in the speech and increases the amount of information being recalled. This study has important implications for theories of linguistic processing and in particular models of narrative memory in everyday communication.

How do people experience being part of a hearing voices group?
R. MORLAND, Lincolnshire Partnership NHS Trust/City University London

Objective: To use qualitative research methods to explore how people’s experience of hearing voices is perceived as being part of a person-centred hearing voices group.

Design & Method: A semi-structured interview was conducted with the five members of the group and analysed using grounded theory. The results were validated by independent researchers and the participants.

Results: Four themes (each with sub-categories) were developed: A Safe Place; Sharing; Being there for each other; and Benefits. The themes were linked to together to give a four point cycle, which was proposed to explain how the members were experiencing the group. In the results section six sub categories were chosen and described in depth.

Conclusion: Overall, it was concluded that the sub-category of ‘Developing Trust’ was the very foundation from which all other experiences grew. ‘Developing Friendships’ was also found to be a particularly valuable part of being in the group. The research process was viewed to be a joint effort between the researcher and the participants, which allowed it to be used as a therapeutic tool.

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Autobiographical memory and executive function in older adults
A. MOSES & V. CULPIN, University of Central Lancashire & C. LOWE, University of Manchester.

Objectives: This study aims to examine the extent to which age-related differences in executive functioning can account for age-related differences in autobiographical memory recall, and to establish whether executive processes mediate the relationship between age and autobiographical memory in older adults.

Design: A quasi-experimental between-subjects design was adopted.

Methods: The experimental groups consisted of 30 ‘young-old’ (60–73) and 30 ‘old-old’ (74–91) adults, matched on gender and educational level (NART). A full assessment of their autobiographical memories included the administration of the Autobiographical Memory Test, Autobiographical Memory Interview, and Autobiographical Memory Function Task. Executive processes were measured using Hayling Sentence Completion Test, Brixton Spatial Anticipation Task, and the dual-task subtest from the Test of Everyday Cognition. Participants’ fluid intelligence, digit span, semantic fluency, visuospatial abilities, and cognitive processing speed assessed.

Results: A series of MANOVAs indicated that increasing age was associated with significant declines on such aspects of executive function as spatial anticipation and semantic fluency, not, however, on dual-task performance and dominant response inhibition. Multiple regression analyses were performed to examine the contribution of executive function and processing speed to age-related decline in autobiographical memory recall. Further, the relationship between executive function, processing speed, and fluid intelligence was analysed. The results are discussed in terms of the executive decline hypothesis of cognitive ageing.

Conclusions: The results show no consistent evidence of a simple relationship between age-related autobiographical memory and executive performance. These findings contribute to further clarification of the complex nature of cognitive decline in ageing.

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Parenting behaviour and child anxiety

Objectives: Research has suggested a link between child anxiety and certain parenting behaviours. This investigation is an inter-rater
reliability and factor analysis study aimed at devising a coding scheme for rating mother and child behaviours relevant to the development of child anxiety during a co-operation task (etch-a-sketch).

**Hypothesis:** It was hypothesised that more anxious mothers would be more controlling and negative and that this style would mediate the effects of mother anxiety on child anxiety.

**Design:** The study used a within-subject design, enabling the examination of differential parenting behaviour based on different child outcomes.

**Methods:** The current sample size includes 107, eight-year-old twin pairs from the Twins Early Development Study (TEDS) who scored in the top 15 per cent for emotional symptoms as reported by the mother at age seven. Both maternal and child anxiety was assessed. Mother-child interactions were videotaped during a co-operation task (etch-a-sketch). A coding scheme was developed and is based on previous work, eg Deater-Deckard, Pylas & Petrie. Inter-rater reliability of the coding scheme will be assessed. Exploratory and confirmatory factor analysis will be used to develop a smaller number of scales. Descriptive statistics can then be used to evaluate the ratings scales and their associations with anxiety and regression analysis will be used to predict child anxiety from mother anxiety.

**Conclusions:** Data collection is underway, however it is expected that mother-child interactions will be characterized by negative control on the part of the mother and this will occur more frequently if the mother is more anxious herself.

**Effects of active processing of risk information on understanding and judgments**

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**Objectives:** Two experiments investigate effects of active processing of risk information on participants understanding and judgments. It was hypothesized that more active processing would lead to better understanding and differences in affective responses within conditions.

**Design:** A repeated measure design with 3 conditions (improved, neutral, reduced) and a between-subjects design. A standard twin design was used, with participants scoring in the top 15 per cent of the general population.

**Methods:** Participants (N = 192) were given a written scenario which entailed their being asked to carry out a reflective task (portraying the size of risk on a bar chart in Experiment 1 and answering a reflective question in Experiment 2). Children were given more advice on understanding and gave significantly lower ‘passive’ participants. In Experiment 2, ‘active’ participants judged perceived risk to health from chi-squared analyses showed that ‘active’ participants judged perceived risk to health from ‘active’ conditions of both experiments were asked to carry out a reflective task (portraying the size of risk on a bar chart in Experiment 1 and answering a reflective question in Experiment 2).

**Results:** Difficulties and limitations of employing quantitative measurements in non-directive play therapy are discussed. There are problems with the methodology of play therapy and attempting to make a direct connection between play therapy and measures of subjective experience and interpretation of results.

**Conclusions:** It was concluded that longitudinal, in-depth case study would be more suitable for this population given the complexity of their problems.

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**Exploring the needs of siblings of disabled children**

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**Objectives:** Previous research indicates the profound effect that a disabled child can have on the family. An urgent need for sibling support is apparent within the current legislation, the position of the non-disabled sibling within this equation can be unclear. The research aims to further identify current provision and service needs for siblings of disabled children, in particular sibling support groups. The study is work in progress involving liaison with several agencies in order to design and carry out the pilot study.

**Method:** Through liaison with agencies to assess the current provision and service needs for siblings of disabled children and siblings of disabled children, in particular sibling support groups. The study aims to extend previous research on the consideration of resources provision for siblings and families. The results may have implications for practice in addressing specific preventative interventions.

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**On the genetics of level and stability of self-esteem:**

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**Objectives:** We examined the genetic and unique environmental influences on both level and stability of self-esteem at two time points. We used a standard twin design in order to examine genetic and environmental influences on self-esteem level and stability. Assessment of self-esteem level and stability across a short interval of time allows us to model both self-reported stability and actual stability in level of self-esteem.

**Methods:** Respondents included 76 MZ twin pairs and 96 DZ twin pairs from the Register of Twin Twins. Respondents completed two sets of questionnaires, mailed three months apart. Both sets of questionnaires included measures of stability and level of self-esteem. Each twin was asked to complete the scales independently. Respondents were between the ages of 10 and 19 at the time of the first mailing.

**Results:** We estimated the genetic and environmental factors influencing both level and stability of self-esteem. A common genetic factor influenced both level and stability of self-esteem across the two time points. A separate genetic factor influenced stability of self-esteem at both time points. Genetic factors explained the significant portion of the variance in self-esteem level and stability. Non-shared environmental factors accounted for the majority of variance in self-esteem level and stability.

**Conclusions:** Both level and stability of self-esteem showed substantial genetic influence. The genetic component of stability of self-esteem supports the idea that stability and level are two distinct constructs.

**The role of personality variables?**

D. O’CONNOR, School of Psychology, University of Leeds & R. O’CONNOR, Dept. of Psychology, University of Strathclyde.

**Objectives:** Stress induced modifications of habitual health behaviours such as food choice and eating behaviour have been found to be important in understanding physical disease risk. Recent findings have suggested: (i) that high levels of stress can be associated with both increased and decreased food intake, and (ii) individual difference variables (e.g. restraint, emotional eating) can moderate the stress-eating relationship. This study therefore aims to determine simultaneously, the impact of a range of moderating variables (perfectionism, conscientiousness, restraint, emotional eating and external eating) on the relationship between stress and eating behaviour in a naturalistic setting.

**Design & Method:** 183 students were assessed during an exam stress condition and a control condition. Self-oriented perfectionism, socially-prescribed perfectionism, conscientiousness, eating style (i.e. external eating, emotional eating and restraint) and social support were measured in addition to perceived stress, eating behaviour and emotional distress.

**Results:** Respondents reported significantly higher levels of stress, emotional distress and consumption of between meals snacks during the exam stress condition compared to the control condition. Preliminary regression analyses have found that higher levels of stress and lower scores on conscientiousness were associated with greater consumption of foods high in saturated fat in the exam stress condition. Higher levels of self-esteem and Constraint eating and external eating have also been found to be associated with higher perceived stress levels. The results of all moderation analyses will also be presented.

**Discussion:** The findings suggest a role for other personality variables in moderating the relationship between stress and eating behaviour. The results will also be discussed in relation to the effects of individual differences in the experience of naturalistic stress on a range of health behaviours.

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**Exploring the influence of close attachment relationships on adults’ attitudes to own ageing**

A. OHANLON & P. COLEMAN, Dept. of Psychology, University of Southampton.

**Objectives:** The current multi-method study sought to explore adults’ attitudes towards their own future old age, and the influence of close relationships on age-associated attitudes.

**Method:** Questionnaires and in-depth interviews were used. Adults of all ages were recruited from community events (n = 183). Participants completed questionnaires measures of attitudes to ageing, past relationships with parents and grandparents, current relationships with partners and children, and rival explanations including neuroticism and financial status. Each participant
was also interviewed using the Adult Attachment Interview (AAI) and the Attitudes to Ageing Interview; the AAI explores experiences in relationships from the past to the present, while the Attitudes to Ageing Interview continues the life-story in the present and into the future.

Results: Regression modelling results indicated: (1) that early maternal relationships and current relationships with spouses and experiences of self-threaten directly, via coping strategies and self-other representations; and (2) that these relationships remained significant, even when controlling for rival variables. Data were also subjected to an even richer descriptive data set about the nature of adults’ attitudes to ageing, their concerns, hopes and fears.

Conclusions: Adults who have experienced problematic early relationships are significantly more likely to view their own future old age in negative and self-threatening ways. Given evidence that attitudes and beliefs can have a significant effect on a wide range of later-behaviours and health much more research in this field is necessary if professionals are to facilitate better health and well-being, for more people, for longer into later years.

The role of Negative Affectivity (NA) and occasion factors in the stressor/strain relationship

J. OLIVER, Victoria University of Wellington, New Zealand.

Objectives: Research examining the effects of NA on the stress process has focused on its contributions to the stress/strain relationship. Previous research has suggested that stressor/strain relationships are inflated due to the presence of NA (Briel et al., 1988; Costa & McCrae, 1990). Subsequent research has suggested that the role of NA is more complex and substantive (Moyle, 1995; Spector et al., 2000). Other authors have suggested that controlling occasion factors in studies of NA would help to simplify the construct of NA to such mood (Spector et al., 2000). This research further investigated the confounding role of NA in the stress/strain relationship by examining the influence of occasion factors.

Design & Methods: Longitudinal survey data was used to examine if occasion factors were necessary for this confounding effect in a sample of 105 University general staff. By isolating variance attributable to the occasion variable along, using hierarchical regression, it was possible to investigate whether such factors influenced the stressor/strain relationship. The effects of NA were partialled out of time two NA to form a residual variable. By doing this, the stable component, which can be considered to be the pure dispositional element in the NA measure, was extracted. Further NA variance attributable to occasion factors.

Results: Partialling the effect of the occasion variable NA was not as large as expected for the confounding effect, lending further support to the hypothesis that NA plays a substantive role in the stressor/strain relationship.

The Greek translation of the NEO-FFI: Psychometric properties and factor structure

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Objectives: Research on the factor structure and item analysis of the NEO-FFI, the short form of the NEO Five Factor Personality Inventory is limited. (Costa & McCrae, 1992) and different cultural contexts where it is used, need to be specifically established. This study examines the psychometric properties and factor structure of the Greek NEO-FFI.

Design: Data from participants who took the NEO FFI as part of other studies were examined to verify the internal consistency, scale independence and factor structure of the instrument.

Methods: Participants were 1204 individuals who took the FFI. Data were examined on internal consistency analysis, correlations, and exploratory factor analysis.

Results: Scale Cronbach reliability coefficients were satisfactory except for the Openness scale. Pearson correlations were calculated for all subscale pairs, in order to examine scale orthogonality. Results indicate a high degree of association between scales. A principal components analysis with varimax rotation showed 14 factors. The FFI five had eigenvalues over two and explained 26.7 per cent of the variance. An oblique rotation also resulted in 14 factors, the first five explaining 35.8 per cent of the variance with eigenvalues over two.

Conclusions: A five factor solution of the Greek FFI is partially supported from our data. However, several of the instrument factors are smaller than the expected factors. One reason of this is factors break down into sub-clusters, since they are not derived from the specific facets of the original NEO. Further research in accordance with other studies conducted in several nations.

Reducing alcohol misuse in patients attending an accident and emergency department: A randomised controlled trial

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Objectives: To examine the effects at one year of referral for brief intervention by an alcohol health worker (AAH) vs. usual care, on alcohol consumption, psychiatric morbidity and quality of life among patients attending an accident and emergency department (AED) with alcohol related problems.

Design: Randomised controlled trial.

Methods: An AED alcohol screening tool (SAT) selected patients who were referred to the AED. All those identified as misusing alcohol and meeting the inclusion criteria were asked if they would accept help aimed at assisting them to reduce their alcohol intake. Those randomised to Treatment were given a card which detailed the time and place of an appointment to discuss alcohol consumption with an AHW. Participants were also given a copy of a leaflet ‘Think About Drink’ Those randomised to Control were given a leaflet explaining the referral to the AED. At baseline demographic details were collected together with details of current level of alcohol consumption. At six months a telephone interview was conducted in order to assess alcohol consumption and psychiatric morbidity (GHQ-12). At 12 months alcohol consumption (using PATS) and psychiatric morbidity and quality of life using Euroqol EQ-5D were measured.

Results: 6242 patients (22 per cent) were identified as hazardous drinkers (22 per cent), 659 consented and randomised. Data collection at six-months completed (77 per cent). Data collection at 12-months is ongoing.

Conclusions: This pragmatic study should provide evidence of the worth of screening and brief interventions for alcohol misuse in the AED and offer guidance on the conduct of psychological research within busy hospital settings.

Is dyslexia more than a reading and spelling problem? An evaluation of the ‘cerebellar deficit’ hypothesis

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Objectives: The ‘Cerebellar Deficit’ hypothesis of developmental dyslexia proposes that, due to mild cerebellar dysfunction, dyslexic individuals demonstrate a general automation deficit on both motor and cognitive tasks. This study aims to evaluate the hypothesis and seeks to determine whether the severity of dyslexia and/or the presence of comorbid learning difficulties such as ADD/ADHD, may be factors associated with the presence/absence of automation.
Results:

one group in Semester 1 and were then formed
of the study evaluated a third cohort of students
understand the findings of Semester 2, phase 2
performance found in Semester 1. To further
cohort in Semester 1. However, in Semester 2
showed no attenuation of performance effects in
groups.

Method:

consists of patients diagnosed with CHD, the
standardised psychometric scales. One group
Design:

extent to which anxiety, the ability to experience
emotions, they are simply not recognising them.
A model of emotional arousal from emotional arousal
CHD will be presented and implications for
psychological interventions will be discussed.

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Does the leadership role change perceptions of deviant group members

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Objectives: One key assumption of Subjective
Group Dynamics views is that validation of
group norms motivates derogation of deviants. This
study extends this and determines if anti-
normative deviants are derogated more or less severely than anti-normative deviant
leaders.

Design: The experiment was a 2 (leader: anti-
norm deviant vs. not specified/control) x 3 (target:
pro-norm, norm, anti-norm) mixed factorial
design. Leader was a between-participants factor
and target was a within-participants factor.

Method: 102 students were randomly allocated
to leader condition. Participants were provided
with information regarding the issue of asylum
seeking. A summary of the attitudinal positions
and leadership information from a small group
(putatively representing psychology students) on
the issue was provided. These members had varying opinions, some normative and some
deviant (derived from pilot testing). Participants
then completed a questionnaire with a series of
dependent measures, including questions
pertaining to their perception and evaluation of
the target group members.

Results: ANOVA and post-hoc analyses
demonstrate that reactions and evaluations of
anti-norm targets were affected by the leader factor and also were affected perceptions of
other group targets.

Conclusions: These results provide further
support for Group Dynamics views that reactions
to deviant and normative group members will vary under different intragroup contexts (i.e. leadership roles). Specifically, reactions to non-prototypical leaders are different to reactions to non-
prototypical members.

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Stress, health and coping in prison officers dealing with prisoner self-harm

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T. CASSIDY, Thames Valley University.

Purpose: To identify trauma levels, perceived
control, problem solving style, optimism, and perceived support in prison service
leaders.

Method: A between-participants factor
and target was a within-participants factor.

Design: A survey design, with structured
interview data collection.

Methods: A prison service staff
participated in the initial stages of an ongoing study.

Results: Initial analysis shows high
levels of trauma amongst staff, and perceived self-harm
situations. Trauma levels were positively
Corollary: The results indicate that dealing
with self-harm incidents may produce symptoms
of post traumatic stress and that this effect
may be mediated by optimistic and creative
cognitive styles. The prison service currently
reduce stress and its national welfare service
provides counselling and critical debriefing
where respond allowing this. This study
will assist and inform the development and future
direction of this service.

I did well because you taught me.

The influence of achievement orientation, anticipation, expectation, course difficulty and workload on course ratings

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Objectives: The objectives of this study were
firstly to examine whether course ratings are
biased by factors such as grades, course
difficulty and workload, or whether course ratings
are valid indicators of teaching quality. Secondly,
unlike traditional course-evaluation research
where responses are taken at a single point in the
course, this study was longitudinal where
students completed questionnaires prior to
the course starting and again the following year.
This means that student expectations and personality
– in this case achievement orientation – could be
examined to identify whether these factors
influenced final ratings.

Design & Methods: Students’ (n = 610)
expectations for courses and achievement
orientation were examined prior to their courses
and then their evaluations of these courses were
assessed after they had received their final
grades.

Results: Data was analysed using structural
equation modelling techniques. The results
revealed: (a) support for a validity hypothesis
whereby good teaching was positively related to
students' and feedback and gave reassurance in
turn were positively related to final grades; (b)
partial support for a bias model whereby grades,
course difficulty and workload had indirect effects
on the variance in course ratings; and (c) that mastery
orientation predicted the degree to which students’
perceptions of the course had been aligned with
how much they engaged with their courses.

Conclusions: Although grades, course difficulty
and workload did influence course ratings (bias
explanation) ratings were better explained as
a function of the quality of teaching (validity
explanation). Having a mastery-orientation had
indirect effects on grades via anticipation and engagement.

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I used to like it but now I don’t.

The effects of the transfer test in
Northern Ireland on pupils’ intrinsic motivation

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Objectives: In most areas of Northern Ireland,
pupils aged 11 to 12 sit a transfer test to
determine whether they are selected for grammar
school. The test one in one area of Northern Ireland, pupils
are taught the same material but do not sit the test
until they are 14. The objective of this study
was to examine the (intrinsic) motivation of
pupils prior to and after they had sat the test.

The no-test group served as the
Design: This study had a three-way mixed design whereby the subject studied (i.e. Math vs. Science) was the between-subjects factor and test (i.e. test vs. no test) and time (i.e. pre test vs. post test) were between-subjects factors.

Methods: Via a questionnaire (a version of Deci’s 1994 Intrinsic Motivation Inventory), the (intrinsic) motivation of pupils for their school subjects was assessed. The sum of the test (n = 86) and one from the no-test area (n = 42) was assessed both prior to and after the transfer test.

Results: The results revealed that prior to the test, there were no differences in motivation between the two groups but that after the test, despite achieving their places at the grammar school the group with a test had increased both absolutely and relative to their no test counterparts.

Conclusions: The results suggest that whilst testing has the benefit of achieving positive test outcomes (i.e. passes) there may be some hidden effects on subsequent motivation.

Richard Remedies (2003) Bristol

Stress and recovery levels in elite junior cricket players

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Objectives: Burnout has been identified as a major concern for athletes who overtrain and overplay. Athletes who are subjected to periods of overtraining are prone to experiencing increased stress, and decreased recovery/coping strategies. This study was to empirically examine the fluctuation of recovery and stress resources in elite junior cricket players during the course of a seven-day cricket tour.

Design: The study employed a repeated measures design using the Recovery-Stress Questionnaire for Athletes (RESTQ-Sport). The RESTQ-Sport is a 19-scale instrument, that includes seven sport-specific, and 12 non-sport-specific recovery and stress scales. The RESTQ-Sport measures subjective recovery/stress states of athletes over a three-day period.

Methods: 13 elite junior cricket players (aged 14–15 years) participated in the study. Each player was a member of the first class cricket club. All of the participants completed the RESTQ-S on two occasions, day one and day seven, during a seven-day cricket tour.

Results: The data collected were subjected to a two-factor within subject ANOVA; the analysis revealed that there was a significant interaction between day and day seven, on stress and recovery states. Post-hoc analysis further revealed that sport specific stress, and general stress significantly decreased over the course of the tour.

Conclusions: The analysis of the impact of recovery and stress states of cricket players, and its implications on the athletes’ stress and recovery levels should be acknowledged by coaches and administrators when compiling fixtures to allow athletes sufficient recovery time to maintain optimum performance levels.

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Participant bullying roles: Association with behaviour problems and other related factors

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Objectives: The classification of children’s bullying roles and levels of roles can be potentially useful for intervention, but to date there has been no research that investigated participant roles and associations with behaviour problems. This paper investigates the association of participant roles with behaviour problems and other related factors (sex, grade and ethnic group differences, carrying a weapon at school, and bullying forms) among secondary school children in Israel.

Design: The study is a cross sectional investigation in Arab and Jewish secondary schools in Israel.

Methods: Self-report questionnaires of peer bullying experiences and behaviour problems were completed by 921 pupils aged 12–15 from two secondary schools in Israel.

Effects of emotionality and cognitive demand on memory and blood glucose

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Objectives: It is known that emotional material is better remembered than neutral material, a phenomenon that may be related to the liberation of glucose during implicit memory for somewhat heavily emotionally laden material. Cognitive demand has the opposite effect, reducing both the amount of material which can be remembered and blood glucose levels. This study aimed to compare these phenomena directly within a single study using explicit memory.

Design: A two-by-two design was used (n = 20/group), where the emotionality of material and the absence and presence of a secondary task was manipulated.

Methods: 80 young adults were presented with either neutral or emotional word lists with or without a secondary (hand movement) task. Free recall and recognition tasks followed 15 minutes later. Blood glucose levels and heart rate were also monitored.

Results: The addition of a secondary task resulted in lower word recall and recognition scores. Unexpectedly, there was no main effect of word type on recall. This latter result was attributed to the generation and acceptance of more false positives in the emotional word conditions respectively. Processing of emotional material was found in significantly raised glucose levels which were independent of heart rate changes.

Conclusions: These data suggest that processing of material with even a slight negative valence can produce measurable increases in blood glucose. Co-performing a secondary task did not reduce this glycerogenic effect, however it did reduce recall scores. These data suggest that there are complex physiological and cognitive interactions that modulate trait consolidation of emotional material.

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Vulnerability to depression: A study of coping style and coping strategies

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Objectives: The main objective of this study was to examine the relationship between coping and vulnerability to depression. Coping behaviour was assessed in the form of the general coping style and specific coping strategies used in stressful situations.

Design: A cross sectional design was adopted. Methods: The sample comprised of 40 remitted depressed patients, 40 depressed patients and 40 adults living in the community. Participants completed the Beck Depression Inventory, the Coping Checklist and four hypothetical vignettes along with a semi-structured interview. The study was carried out in two phases – the Pilot Phase and the Main Study.

Results: Data was analysed using SPSS (Chi-square test, ANOVA, ANCOVA, post-hoc tests). Results revealed that remitted depressed patients primarily used denial as a coping style. Although the remitted depressed patients reported greater use of problem solving, acceptance and social support seeking behaviour in comparison to depressed patients, as their general coping style, this was statistically significant.

Conclusions: These data suggest that coping strategies indicated a different picture. In the hypothetical vignettes presented, greater number of remitted depressed patients reported use of problem solving and seeking behaviour. Significant gender differences also revealed the salience of achievement domain for men and of interpersonal domain for women.

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Confirmatory factor analysis of the EPQR-S and the EPQR-A among South African school children

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Background: There is increasing interest in abbreviated forms of the Revised Eysenck Personality Questionnaire as research tools for psychologists when time or space is limited. Aim: The aim of the present study was to evaluate the psychometric properties of the
Social categorisation and the formation of positive illusory correlations

J. SIGOURNEY, P. SMITH, M. SAMARA, Goldsmiths College, University of London.

An illusory-correlation (IC) paradigm was employed to investigate the relationship between social-categorisation and the formation of positive stereotypes. On the basis of explanations for null results in the literature, the hypothesis was that IC formation occurs before stimulus presentation. Distinctiveness-based positive stereotypes for a minority ingroup would be formed and their formation and subsequent visibility would be diminished. When categorisation occurs after stimulus presentation, the minor ingroup stereotype will be positive irrespective of its in- or out-group status. Participants (n = 163) were randomly assigned amongst five conditions: a standard IC, in which two groups were either members of a majority or minority group and were presented with the stimulus information. The results showed that the pattern of correlations before stimulus presentation differed significantly from the pattern of correlations after stimulus presentation. The results are consistent with previous research findings which suggest that social categorisation is a useful tool for understanding impression formation and that the process of impression formation is affected by the pattern of correlations before and after stimulus presentation.

The results of the study are discussed in terms of the nature of the IC and the implications for the issue of whether and to what extent people will engage in recycling bias. The findings have implications for the issue of whether and to what extent people will engage in recycling bias. The findings have implications for the issue of whether and to what extent different people will engage in recycling bias.

Does self-identity for someone who carries out pro-environmental behaviours (cf. Terry, et al., 1999) have an impact on the effectiveness of these policies, but to date there has been no research on the extent of existing policies. This paper describes a content analysis of the nature of anti-bullying policies with a view to examining their scope and effectiveness.

Conclusions: The content analysis of the factors that have an impact on the effectiveness of these policies, but to date there has been no research on the extent of existing policies. This paper describes a content analysis of the nature of anti-bullying policies with a view to examining their scope and effectiveness.

Methods: Methods: A few single doses of MDMA cause changes in mood and a tendency to increasing levels of rumination and a tendency to increasing levels of rumination. The findings have implications for the issue of whether and to what extent different people will engage in recycling bias. The findings have implications for the issue of whether and to what extent different people will engage in recycling bias.

One few single doses of MDMA cause changes in mood and a tendency to increasing levels of rumination and a tendency to increasing levels of rumination. The findings have implications for the issue of whether and to what extent different people will engage in recycling bias. The findings have implications for the issue of whether and to what extent different people will engage in recycling bias.
What does the recall of 9/11 tell us about the episodic memory deficit observed in Alzheimer’s disease? R. THOMPSON, Research Institute for the Care of the Elderly, Bath/University of Plymouth, C. WATSON, University of Leeds, M. CONWAY, University of Durham, G. RIDEL, S. HAYRE & R. JONES, Research Institute for the Care of the Elderly, Bath.

A deficit in episodic memory is characteristic of Alzheimer’s disease (AD). It is unclear whether this deficit represents a difficulty with the encoding of information or with the consolidation of information into long-term memory. We investigated this by comparing the recall of the events of the terrorist attacks of September 11th 2001 (9/11) when asked about in the USA. Can you remember what it was? The four patients who had not recalled the events of 9/11 when asked about in the USA were still unable to recall the any related information. This result, therefore, provides evidence for an encoding deficit explanation of the episodic memory deficit observed in AD. The patients who were able to encode and recall the information at assessment 1 remained stable over a substantial delay.

Caffeine consumption by older adults R. THOMPSON, Research Institute for the Care of the Elderly, Bath/University of Plymouth, P. ROGERS, University of Bristol, S. HAYRE & R. JONES, Research Institute for the Care of the Elderly, Bath.

Robust psychostimulant effects of caffeine have been identified in young and older adults including; increased performance on vigilance and simple reaction time tasks. Withdrawal from caffeine is associated with fatigue, irritability and headaches. Investigations of the effects of caffeine consumption on cognitive performance have produced mixed results; many studies report no relationship between caffeine consumption and cognitive performance, while studies of the long-term effects of caffeine consumption conclude that a higher level of lifetime caffeine consumption is associated with a more accurate performance on selective cognitive tasks. Our research is interested in the effects of caffeine consumption and withdrawal on the cognitive performance of older adults. A review of the caffeine research identified few studies investigating the effects of caffeine consumption and caffeine withdrawal on the cognitive performance of older adults. The aim first aim of our research (Phase 1) was to identify patterns of daily caffeine intake in older adults and elderly young adults. A questionnaire on daily caffeine consumption was sent to 200 healthy older adult research volunteers. Eighty-eight questionnaires were returned with a mean age of respondents of 74.06 years (SD 5.65). The questionnaire identified older adults are large and frequent consumers of caffeine with 96 per cent of respondents reporting a daily consumption of caffeine; the mean daily caffeine consumption was 137 mg. This is higher than published estimates of caffeine consumption by adults identified in previous research. There may be a large number of individuals with high levels of caffeine consumption by adults; these are to be investigated in Phase 2 of the research project, along with the effects of caffeine consumption and caffeine withdrawal on the cognitive performance of older adults.


Objectives: Gender differences in educational achievement are currently a matter of great concern. In an attempt to assess whether males are being disadvantaged, this project this project looks at differing expectations and preferences in terms of teaching and learning styles.

Design: A questionnaire measured approaches to studying, preferred teaching styles and test anxiety. Sensation seeking, which has previously been empirically linked to teaching styles, was also assessed. Questionnaire scores were matched to academic performance data.

Methods: First year business school students (n = 300) were approached in their first week at University and completed a Test Anxiety Measure, a Sensation Seeking Questionnaire, an Approaches to Studying Questionnaire and an instrument designed to measure expected preferences concerning style of lecturing. The same battery of instruments was again administered in week 10 of the semester. Academic performance of students on the relevant module was assessed in relation to their questionnaire scores.

Results: Preliminary analysis suggest significant gender differences in both preferred teaching and learning styles, which were also related to sensation seeking. Males were more sensation seeking than girls, which may lead to males being disadvantaged by the teaching style increasingly focuses on assessment and curriculum at the expense of creative thought. Further analysis will examine the participants’ academic performance in relation to preferred learning styles.

Conclusions: We discuss the findings in relation to current policy debates and provide potential recommendations for teaching and learning practice in relation to the apparent gender inequality in Higher Education.

A novel herbal extract (ONP-22) improves memory and attention in healthy elderly volunteers N. TILDESLEY & D. KENNEDY, Human Cognitive Neuroscience Unit, Northumbria University, Newcastle-upon-Tyne, K. WESNES, Human Cognitive Neuroscience Unit, Northumbria University, Newcastle-upon-Tyne/Cognitive Drug Research, Reading, C. BALLARD & E. PERRY, Institute for the Health of the Elderly, Newcastle-upon-Tyne, A. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University, Newcastle-upon-Tyne.

Background: The potential for European plants to include the reversal of age-related deficits has been documented for millennia. However, only recently have there been more reports related to the subject of empirical scrutiny. In vitro research has revealed the possible neural mechanisms which may be involved. These include anticholinesterase, anti-inflammatory, antioxidant and cholinergic receptor binding activity.

Objectives: Here we assess the effects of a novel herbal extract (ONP-22) on memory and cognition in a cohort of healthy elderly individuals.

Design: A placebo-controlled, double-blind, balanced, crossover design was used.

Methods: 20 older participants (mean age 73 years) received placebo and 167, 333, 666 and 1332 mg of ONP-22. Volunteers were separated into a seven-day wash-out period with treatment order determined according to a Latin Squares design. Assessment included the Cognitive Drug Research computerised assessment battery and Bond-Lader visual analogue mood scales. These were measured prior to treatment then 1 hour, 2.5 hours, 4 hours and 6 hours thereafter. The primary outcome measures were change-from-
A population study of gender ratios and the prevalence of rape

E. VAUGHAN, University of Central Lancashire

The aim of this study was to assess the relationship between gender ratios and rape prevalence. The mate deprivation hypothesis suggests that men will be more likely to rape if there are a limited number of females available (high gender ratio). Alternatively, the family conflict hypothesis suggests that an oversupply of women leads to more conflict, which then leads to more aggression in society (low gender ratio). Statistics were obtained for 42 English and Welsh Police Force Areas and 51 US States. There was a relationship between the gender ratio (M/R/FV) and rape prevalence, and the gender ratio (M/R/FV) and prevalence of inadequate assault and rape. These relate to an operational gender ratio and suggest that when women of a high fertility age value were in abundance compared to men of a reproductive age then there are more sexual assaults against women. Population density was a contributing factor to rape prevalence, i.e. where the area was denser there were more rapes committed. However, this was not as predictive as M/R/FV.

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Age of acquisition and picture naming: Evidence for effects prior to name retrieval

M. VITKOVITCH & G. STUART, University of East London

Objectives: To explore whether age of acquisition effects may arise at different stages during object naming.

Design/Methods: In Experiment 1, 24 volunteer participants from the University of East London named pictures of objects, using either the correct name, or using a non-word name which had just been learnt. The objects were manipulated according to the age at which their names were acquired (Early and Late Age of Acquisition (AoA)). In Experiment 2, a different group of 24 participants named a set of non-objects using learnt Early or Late object names. Both experiments measured naming latencies. The purpose of Experiment 1 was to assess whether an AoA effect would arise when participants had to recognise true objects but were asked to retrieve new names which could have no associated AoA. The purpose of Experiment 2 was to examine whether an AoA effect would emerge for old names just ‘close enough’ in meaning to AoA, including for non-objects.

Results: In Experiment 1, t-tests indicated that Early AoA objects were named more quickly than Late AoA objects, for both correct object/naming pairings and for non-word/object pairings. In Experiment 2, there was a significant AoA effect for true object/naming pairings, but no effect for the non-object/naming pairings.

Conclusion: The results are consistent with recent research which suggests that part of the well-established AoA effect may arise at a stage prior to name retrieval, and that any AoA effects which arise during naming are not tied to the actual articulation of the name or storage of the phonological form per se.

Disordered eating behaviour and treatment outcome in severe personality disorder

F. WARREN, St George’s Hospital Medical School, London, S.P. ZAMAN, Henderson Hospital, Surrey & K. NORTON, St George’s Hospital Medical School, London.

Background: The co-occurrence of personality disorder and eating disorders is well documented and comorbid personality disorder indicates poorer prognosis for patients in treatment for eating disorder. The effectiveness of therapeutic community (TC) treatment for such clients is unknown.

Aims: To assess the effectiveness of TC treatment for eating disorders in severe personality disorder and to determine the effect of co-occuring eating disorder on outcome.

Results: 135 referrals to a specialist treatment service were assessed at baseline and one-year follow-up. Referrals were subsequently admitted for treatment (n = 60, 44 per cent) or not (n = 75, 56 per cent). The sample was mixed (female n = 66, 49 per cent). There were no significant group differences in changes in eating attitudes. Comorbid eating disorder did not relate to poorer personality disorder outcome and those with eating disorders were more likely to terminate treatment early than those without.

Conclusion: TC treatment for severe personality disorder is not an effective treatment for eating disorder per se but may facilitate personality disorder in eating disordered clients. Clinicians should consider referring clients with such comorbidity for treatment of their personality disorder prior to treatment for their eating disorder.

Self-reported stress and anxiety type symptoms within high and low caffeine users.

M. WEBB & N. WILSON, Coventry University.

Objectives: Research examining the relationship between caffeine intake and anxiety has sometimes failed to take into account concurrent use of other psychoactive substances. This study aimed to investigate differences in self-reported symptoms of stress and anxiety, between high and low consumers of caffeine, with alcohol and cigarette use being controlled. The primary hypothesis was that high caffeine users would score higher on a stress and anxiety type symptom scale (SATSS) than low caffeine users when alcohol and cigarette consumption were controlled for.

Design: Self report survey questionnaire. Questionnaires assessed alcohol, cigarette and caffeine consumption. Stress and anxiety type symptoms were assessed using a researcher devised scale (SATSS). Cronbach’s alpha was used to estimate reliability of the scale.

Methods: 52 male and 56 female office workers completed the survey. To test the primary hypothesis participants were split at the median into high and low user groups for caffeine consumption.

Results: Cronbach’s alpha indicated the internal consistency of the SATSS to be satisfactory. A 2 (high, low caffeine consumption) x 2 (male, female) ANCOVA was conducted with cigarette and alcohol consumption as covariates and SATSS score as the dependent variable. No difference was found between high and low caffeine groups for SATSS score. Females scored significantly higher on SATSS scores than males but there was no effect of caffeine consumption. Further analyses showed no significant correlation between SATSS scores and caffeine consumption.

Conclusions: In a non-clinical population, caffeine consumption is not related to feelings of stress and anxiety.

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Stress levels among UK Members of Parliament – a new longitudinal study to assess working hour reforms

A. WEINBERG, University of Salford & C. COOPER, UMIST.

Objectives: This study sets out to assess the impact of the latest reforms to MPs working hours on their psychological health, including emotional and physical symptoms of stress. The hypothesis explores whether or not the new and more ‘reasonable’ hours will have an effect on their well-being. Previously changes to the working hours in the House of Commons have not improved MPs’ well-being, while MPs working in comparable parliamentary systems, such as Australia, have been shown to enjoy better psychological health.

Design & Method: This study employs a pretest–posttest design to assess this organisational intervention. The questionnaire includes the General Health Questionnaire (12-item version), the physical symptoms checklist from the Occupational Stress Indicator, a job-specific checklist of sources of pressure and a measure of decision making. A sample of 100 sitting MPs from the House of Commons responded at the pretest stage prior to the introduction of reforms to their working hours in the House of Commons. The results will be compared with levels of stress before and after the introduction of changed working hours and highlight predictors of psychological strain.

Conclusions: The results will have implications for the redesign of the job of MP in this country.

Emotional intelligence among psychology undergraduates – can skills training make a difference?


Objectives: Emotional intelligence is heralded as a predictor of success in a number of life domains, including work. Given the potential of psychology undergraduates to pursue careers in the human services, this study assesses their level of emotional intelligence with that of students in a non-psychology degree discipline, The positive impact of training in emotional competence on psychology students is hypothesised.

Design: The emotional intelligence of students pursuing single and joint honours degree programmes in psychology is compared at various time points throughout their studies with students on non-social science degrees within the same university faculty, i.e. multiple timeseries design. This longitudinal approach makes possible the comparison within groups of levels of emotional intelligence over time.

Methods: The Bar-On measure of emotional intelligence was completed by psychology students – who experience emotional skills training – and non-psychology students after their first semester at university, thus controlling for the impact of new life experiences at the beginning of the academic year. The measure will be reapplied at the end of their level one studies and again at the end of their second and third years on their courses.

Results: Comparisons between and within undergraduate groups over time will permit the assessment of changes in emotional intelligence and the influence of emotional skills training. In addition a range of demographic factors will be taken into account.

Conclusions: The findings could have implications for emotional competence training within undergraduate degrees, in the context of increasing emphasis on key skills and employability of graduates.

The British Psychological Society
2003 Proceedings
Parkinson’s hallucinations as ‘confabulations’: Cognitive intrusion, misperception and elaboration

D. WHITEHEAD, A. DAVIES, University of Liverpool, C. TURNBULL, Wirral Hospitals NHS Trust, J. PLAYFORD, Liverpool University Hospitals NHS Trust.

Objectives: Hallucinations in Parkinson’s Disease (PD) usually appear in the later stages of the disease and are associated with both increased motor problems and global cognitive decline, although less is known about specific cognitive processes associated with hallucinations. The research presented outlines the cognitive profile of a group of hallucinating PD patients.

Methods: 78 PD patients were interviewed about their hallucinations and other unusual perceptual experiences, and assigned to one of two groups; a ‘hallucinators’ group (n = 35) and a ‘non-hallucinators’ group (n = 29). All subjects were administered a cognitive battery with a focus on executive, memory and visuo-perceptual abilities.

Results: Hallucinators showed significantly greater motor severity (p < 0.001), lower MMSE scores (p < 0.001) and greater deficits on logical memory, and more ‘intrusions’ of memory, verbal fluency, current IQ and block recognition, and visual interference, and in their experience of hallucinations and other unusual perceptual experiences, and assigned to one of two groups; a ‘hallucinators’ group (n = 35) and a ‘non-hallucinators’ group (n = 29). All subjects were administered a cognitive battery with a focus on executive, memory and visuo-perceptual abilities.

Conclusions: Hallucinations can be conceptualised as either misinterpretations of real-life stimuli, or as intrusions of irrelevant conceptualisation. Hallucinators showed significantly more than non-hallucinators in their in-group and their out-group on a series of pre-tested traits. From the ratings, group variability and accuracy of DVs were calculated.

Factors: Core group members appear to act for and on behalf of their group but this was achieved by an inaccurate perception of the out-group. Only core group members did not display bias but were more accurate than their core counterparts. Consideration of intra-group processes in relationships is necessary for a clearer picture of whom, in a group, will make what judgements.

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Changing patterns of cerebral lateralisation for emotional processing in children aged five to eight

H. YEOMANS & L. WORKMAN, University of Glamorgan.

Lateralisation of a number of cognitive functions is known to occur after several years during childhood. In contrast to research into the development of language lateralisation, however, very few studies have considered the development of lateralisation for emotional processing in children.

Objectives: The aim of this study is to investigate the development of lateralisation with regard to emotional processing in children between two age groups.

Design: Patterns of lateralisation in emotional processing were tested using a series of pictorial chimeric faces. These pictures present separate emotional facial expressions to either the left or right visual field, thus being primarily processed by the contralateral hemisphere.

Methods: One group of 25 five- to six-year-old school children was tested for comparison with a second group of 25 seven- to eight-year-old school children. Strong indications of asymmetries of emotional processing were achieved by taking participants on which side of the face the emotion was most strongly expressed, when centrally viewing the chimeric faces.

Results: Preliminary results suggest a substantial developmental towards the adult lateralised pattern of response to facial emotions taking place between the ages of five and eight.

Conclusions: Early indications support the hypothesis that cerebral lateralisation for emotional recognising is developing during this period. Results are discussed in terms of the changing pattern of lateralisation of emotion in relation to Theory of Mind (TOM).

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Which is more important in predicting adolescent substance use: Friendship group size or individual popularity?

R. YOUNG, J. GORDON, K. TURNER, H. SWETTING & W. WEST, Social & Public Health Sciences Unit, University of Glasgow.

Objectives: Substance use (SU), and uptake is an important phenomenon involving key psychological processes. Peer influence on SU, though complex, is well established. In adolescence, popularity is often linked to an increased SU. Friendship groups have been attributed with the power to both influence and encourage SU. Though popularity and friendship group are related they may have different paths of influence. Our objective is to evaluate the relative importance of each in predicting SU.

Design: A school-based survey recruited 1684 pupils from five different schools in Strathclyde. Pupils provided information on school-based friendships (focusing on positive and negative aspects). Results: The papers are expected to highlight the variation in parent and child experiences within two-parent families.

Conclusions: Parental overprotection, family dysfunction and acculturation as important factors in the eating psychopathology of British Asian and White females. The aim of this study is to assess the role of cultural and familial conflict in the eating psychopathology of British Asian and White females.

Design: Participants completed four questionnaires. A measure assessing intergenerational conflict was devised for White females; an acculturation measure was used with Asian females. These were administered alongside measures assessing eating psychopathology, parenting style and family dysfunction to 36 Asian and 64 White female undergraduates and college students.

Results: The eating psychopathology of Asian and White females was significantly different, however Asian females did exhibit more unhealthy eating attitudes. Asian females also perceived their parents to be more overprotective and less caring and community members dysfunctional. Maternal overprotection was positively associated with eating psychopathology for both Asian and White females. Both Asian and White female adolescents who perceived themselves to be culturally different to their parents, however only the acculturation of Asian females was positively associated with eating psychopathology.

Discussion: This supports the role of parental overprotection, family dysfunction and acculturation as important factors in the eating psychopathology of British Asian females.

POSTER SYMPOSIA

Parenting and family relationships: Comparisons across mothers and fathers, siblings and family type

Convener: A.C. HARRISON, University of Sussex.

The three papers in this symposium examine parent and child experiences within two-parent and single-parent families. The first paper develops further the examination of consistency in parenting across siblings within families. The second paper (Szyngulski & Pike) develops further the examination of inconsistency in parenting across siblings by investigating whether such parenting practices are linked to sibling relationship quality, and if children’s own reports of their family relationships are related to their adjustment. It examines also the role of cultural factors in the eating psychopathology of White British females.

How is children’s adjustment related to their perceptions of the closeness and quality of their family relationships?

A.C. HARRISON & A. PIKE, School of Cognitive & Computing Sciences, University of Sussex.

Objectives: The study examines children’s accounts of the emotional closeness and quality of their family relationships and how these are related to their adjustment. The aim is to determine whether or not any individual differences in adjustment are related to family type, parental mental health and marital satisfaction.

Design: This research utilises a cross-sectional correlational design.

Methods: Participants are aged four to eight years from 100 two-parent and 100 single-parent families. Currently the sample consists of 52 two-parent and 27 single-parent families. Approximately equal numbers of students from the four possible sex constellations (boy-boy; boy-girl; girl-boy; girl-girl) are being recruited. Further, the parents are being recruited from a variety of different cultural groups. Approximately equal numbers of students from the four possible sex constellations (boy-boy; boy-girl; girl-boy; girl-girl) are being recruited. Further, the parents are being recruited from a variety of different cultural groups.

Is parenting consistent across mothers and fathers, and siblings within families?

A. PIKE & A. HARRISON, School of Cognitive & Computing Sciences, University of Sussex.

Objectives: The purpose of the current study is to assess the consistency in parenting across siblings within families. Specifically, the four possible sex constellations (boy-boy; boy-girl; girl-boy; girl-girl) are being recruited. Further, the parents are being recruited from a variety of different cultural groups. Approximately equal numbers of students from the four possible sex constellations (boy-boy; boy-girl; girl-boy; girl-girl) are being recruited. Further, the parents are being recruited from a variety of different cultural groups.

Conclusions: Children’s perceptions of the closeness and quality of family relationships will be examined with the expectation that closer, and more positive accounts of the relationships and sibling relationships will be positively related to adjustment. Further marital/relationship dissatisfaction, and greater negative affectivity is predicted to be associated with higher levels of adjustment problems.

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higher levels of negativity and harsh discipline than will mothers in two-parent families, but that this difference will be diminished once socio-economic factors are taken into account. Finally, parents may be more consistent in their parenting of same-sex sibling pairs than opposite-sex sibling pairs.

How does parental differential treatment affect sibling relationships?

E. SYNGELAKI & A. PIKE, School of Cognitive & Computing Sciences, University of Sussex.

Objectives: Sibling relationships are important in developing psychosocial skills, promoting social relationships, and contribute to children’s adjustment. The aim of the present study is to identify whether parenting practices (warmth, negativity and control) are linked to sibling relationship quality.

Design: This research utilises a cross-sectional correlational design.

Methods: We aim to collect data from 200 families that include two siblings aged four to eight years – 100 two-parent and 100 single-parent families. Currently the sample consists of 52 two-parent and 27 single-parent families. Approximately equal numbers of sibling dyads from the four possible sex constellations (boy-boy; boy-girl; girl-boy; girl-girl) are being recruited. Parents are asked to report on their own treatment of their two children (positive and negative feelings for each child, discipline) and about the sibling relationship (companionship, affection, quarrels, competition, jealousy and rivalry, etc.). Data is also collected from the children via a forced-choice puppet interview about their relationship with their sibling and their parent(s)’ treatment.

Conclusions: Higher levels of parent-child relationship positivity are expected to be associated with higher levels of positive affectivity in the sibling relationship. Conversely, negativity, over control and harsh parenting is expected to link with aggressive, self-protective behaviour within the sibling relationship, consistent with attachment and social learning theories. In addition, we hypothesise that siblings who perceive that their parents treat them differently from one another will report more negative sibling relationships. Finally, previous research indicates that the quality of sibling relationships may be moderated by family type (i.e. two-parent vs. single-parent families).
Division of Clinical Psychology

INVITED SPEAKER
Making sense of voices
Proessor MARIUS A.J. ROMME, University of Maastricht.
In four studies patients hearing voices were compared with people who hear voices but had never had the need to look for psychiatric care. They were well able to cope with their voices and they function well in society. From this comparison it is suggested that:
- hearing voices in itself is not a psychopathological phenomenon, but the inability of coping with this experience leads to illness behaviour;
- hearing voices is related to the life experiences and the inability to cope with these experiences leads to inability to cope with the voices;
- those who recover from their psychosis, have learned to cope with their voices as well as they worked through the life experiences that constructed their voice;
- to facilitate the process of recovery a partnership relation between users and professionals is necessary in which the user’s experience is accepted and enough safety is created. Some have managed to start a journey of self-discovery in order to take up their own lives again.

In clinical care the acceptance of the hearing voices experience is a ‘conditio sine qua non’ for therapeutic success. The explanation for the voices is of minor importance; in stead systematic analysis of the identity, characteristics and history of the voices reveals their significant in the persons life history and forms the pathway to make sense of the voices

WORKSHOP
How can we validly assess depression in post-stroke aphasic clients?
F. CLEGG, Regional Rehabilitation Unit.
This workshop is intended for clinicians who need to assess depression in stroke survivors who are aphasic. It will be particularly useful to those who work in neurorehabilitation inpatient or outpatient or community settings. The first part of the workshop will enable participants to consider how dominant hemisphere stroke can impact upon a person’s ability to comprehend questions and express their feelings through verbal and non-verbal means. This will then be followed by a demonstration of how the Beck Depression Inventory (BDI) can be administered in such a way that clients with expressive dysphasia can make meaningful choices for each of the 21 items. Participants will also examine the ways in which the BDI choices can be affected by hospitalisation, and make comparisons with information gained from the Hospital Anxiety and Depression Scale (HADS). The use of the Stroke Aphasic Depression Questionnaire (SADQ) as a means of assessing clients with global aphasia will also be demonstrated. Practical aspects of assessment will be covered by consideration of how assessment approaches and materials can be modified for use with aphasic clients; this will be balanced by a discussion of whether either standardised or ad hoc approaches in the assessment of depression can be considered to be valid in the particular group of people. The workshop approach will be informal and will include demonstrations, ‘hands on’ work with different assessment approaches and discussion.

SYMPOSIA

The use of computers in clinical, rehabilitation and educational settings
Convenor: MR STEPHEN GUNNING, Northwick Park Hospital, Harrow.
Chair: PROFESSOR MICHAEL BERGER, Royal Holloway Hospital.

The use of computers in clinical, rehabilitation and educational settings
S. GUNNING, Regional Rehabilitation Unit, Northwick Park Hospital.
The aim of the symposium is to enable those using computers regularly in their clinical or educational work to share their experiences of their use to date. Contributions will focus on specific clinical applications or research developments. During the afternoon, participants will be able to have ‘hands-on’ sessions with various types of software, adaptive hardware, see demonstrations of software currently available and hear some case presentations. Access to the internet, with its facilities for education, self-assessment and social interaction has impacted on clinicians working in AMH, and raises important ethical considerations as well as challenging the clinician’s traditional role.

Software designed for cognitive rehabilitation failed to live up to early expectations, but recently, developments with virtual reality promise to overcome the failure to generalise from computer to ‘real life’. Similarly, the use of standard software with people who have cognitive problems has proved to be very beneficial, and generalisation is not a relevant factor. Software designed for overcoming language impairments has existed for many years, and been fairly well researched and there is now a body of evidence showing how such software can be used to best effect with aphasic patients. Considerable strides have been made over recent years in developing hardware and software technology which can enable those people with physical or sensory difficulties to access computers and software.

The Disability Discrimination Act means that educational institutions in particular are now required to make special provisions for their students who have disabilities. Finally, in the afternoon, clinicians, carers and assessor will have access to software which will administrator tests, score them and even write reports!

Computers in clinical practice: An overview
M. BERGER, Psychology Dept., Royal Holloway, University of London.
Introduces and overview the diversity of applications available to support clinical practice in its various facets, including on-line testing and therapy as well as applications for locally-based systems. The presentation will highlight issues stemming from the increasing computer sophistication of clients and their access to clinical information, identify developing technologies and consider some of the key issues for practitioners stemming from newer technologies, such as wireless technology, acceptability of computerised approaches, security and confidentiality, distancing from clients, implications for practice in legal contexts, as well as the advantages for practitioners and potential ethical issues.

The use of virtual reality in neuropsychological assessment
The use of virtual reality as a tool for neuropsychological assessment is reviewed, including applications to investigating attention, spatial and executive functioning. Virtual reality tasks are shown to be feasible for use with brain damaged patient and bridge the gap between everyday and laboratory based tasks. They provide the ecological validity of everyday tasks, whilst retaining the control features of laboratory based procedures. Furthermore, they lend themselves to validation and standardisation.

Specfic examples of virtual reality procedures are presented including the authors work investigating executive functioning in patients with focal frontal lesions using virtual reality planning tasks.

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Psychometrics without tears: Some computerised statistical methods for research and practice in clinical neuropsychology
J. CRAWFORD, Dept. of Psychology, King’s College London.
Aims: To make the case for the use of computers to aid test interpretation in clinical practice and research, and to provide details (with worked examples) of some existing software

Background: Often the most valid and optimal methods for analysing data from individual cases involve tedious, error prone, and time-consuming calculations. Moreover, existing standard statistics packages are not well suited to analysing clinical data. There is, therefore, a need for bespoke software that is directly oriented to clinical research.

Examples: Recent methods of analysing data from single cases will be described: these permit comparison of an individual's score or score differences (including score profiles) with a small normative sample. Software that assesses the reliability and abnormality of differences for clinical tests will also be described. The use of regression-based methods (i.e. for detecting change in neuropsychological functioning) will be illustrated with practical examples as will methods of testing for differential deficits in group studies. Web links will be provided for software that performs all of these analyses. Finally, the development of an extensive suite of computer programs (Clinimetrics Toolkit) designed specifically for analysis in clinical research and practice will be outlined.

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Use of standard office software in cognitive rehabilitation
S. GUNNING & F. CLEGG, Regional Rehabilitation Unit, Northwick Park Hospital.

Background: For the past 10 years the Regional Rehabilitation Unit (RRU) has offered comprehensive inpatient rehabilitation for people who acquired severe and complex impairments following a brain injury. Facilities have always included the use of computers by patients.

Purpose: To explain why the RRU has progressed from the use of bespoke software to standard office software.

Key Points: The last 20 years have seen the development of specialised computer software to aid cognitive rehabilitation. Recent research has shown the effectiveness of computer software to aid cognitive rehabilitation. Recent research has been carried out on this software, but some argue that any improvements related to the use of such software has no generalisation to other areas of daily living. Since such software first began to appear there has been an exponential rise in the use of computers in work and everyday life, this proliferation and the advent of more user-friendly systems has seen a dramatic increase in the knowledge and ability of the average user. One effect of this is that patients are no longer keen or engage in childlike meaningless tasks on outdated software, but prefer to practice or develop their computer skills on standard office software. However, far from spelling an end to computers as an aid to cognitive rehabilitation, this has revealed the diverse range of cognitive benefits from standard office packages. Office programs common to most PC users (Word, Excel, PowerPoint, Access

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Coping with depression and fluctuating self-esteem in relation to vulnerability to bipolar disorder

R. KNOWLES, R. BENTALL, S. TAI & S. JONES, Dept. of Psychology, University of Manchester.

Objectives: The comparison of a student sample at behavioural high-risk of developing bipolar symptoms based on cognitive and psychological measures, compared with a low risk student group and a patient sample. We hypothesise that self-esteem fluctuations and mood reactivity will be greater in the high-risk students and remitted bipolar patients than in the control students and remitted bipolar patient sample. We also expected to observe differences in coping styles between the groups.

Design: Large-scale longitudinal analogue procedure, combined with mixed-methods clinical study.

Methods: 528 undergraduates completed a battery of questionnaires (BDI, HPOQ, DAS, RSQ and PAS). Of these, 62 participants were recruited into the high-risk group (high HPOQ and high DAS scores), medium risk group (high HPOQ, low DAS scores) or control group (low HPOQ, low DAS scores) took part in the follow-up phase. The SCID and PITH were administered, and a self-esteem diary gave an indication of the extent of fluctuation. Positive and negative mood inductions were carried out in order to investigate susceptibility to mood, as well as the impact of mood on self-esteem and affective judgements of ambiguous facial expressions.

Results: Between-group comparisons revealed
The effects of emotional salience on thought disorder and communication disturbance in bipolar patients

S. TAI, Dept. of Psychology, University of Manchester, G. HADDOCK, Academic Division of Clinical Psychology, University of Manchester & R. BENTALL, Dept. of Psychology, University of Manchester

Objectives: This study aimed to explore the effects of emotionally salient material on thought disorder in patients with bipolar affective disorder. The hypothesis stated that bipolar patients would show increased levels of thought disorder when dealing with emotionally salient material.

Design: A 2×2×2×2×2 factorial design, based on a two-interview format, was used to assess whether symptoms of thought and communication disturbance were immediately exacerbated by negative affect. The dependent variable at each stage was thought disorder, with participant group as the independent variable. A group comparison of thought disorder was made between three patient sample groups and one non-psychiatric control group.

Methods: Manic sample (n = 22), manic, 15 depressed, 16 currently well patients and 21 non-psychiatric controls) were interviewed in two conditions: an emotionally salient interview and a non-salient interview. The severity of thought disorder was assessed using the Scale for the Assessment of Thought, Language and Communication.

Results: Manic patients presented with significantly more thought disorder than any other group in both conditions and exhibited the greatest reaction to emotionally salient material. Conclusions: The effects of emotional salience on thought, language and communication are not unique to schizophrenic patients. The speech of manic patients is more affectively responsive that that of healthy controls, and is more perseverated in manic patients than in normal participants. The implications of these findings are discussed. Sara.tai@man.ac.uk

Understanding and intervention in psychosis: Contributions from phenomenological and narrative research

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Phenomenological and narrative approaches offer the opportunity to enhance our conceptual understanding of the experience and expression of psychosis as well as contributing to the development and evaluation of psychosocial approaches to intervention. The papers presented here aim to demonstrate how research within these paradigms can help to build on the new directions in understanding and treatment that have been inspired by the influential work of clinical psychologists in this field. The first paper focuses on symptoms of psychosis, exploring the phenomenology of delusional thinking and proposing an alternative conceptual classification system. The second paper investigates young people’s experiences of hearing voices, which are currently being explored in group therapy for auditory hallucinations, and demonstrates how qualitative research can assist in the evaluation of such interventions. The third paper explores the experience of consent to psychiatric treatment, considers how procedural and situational constraints may operate to limit the opportunities for ‘informed’ consent in the process of decision-making. The fourth paper considers the impact of prejudice, discrimination and stigma in the lives of people with a diagnosis of schizophrenia, and discusses possible ways of countering their negative effects. The fifth paper explores the perspectives of people who have recovered from psychosis, highlighting some of the lessons that can be learned from the experiences of this group. Discussion will synthesise the key conceptual and clinical implications of the research presented, as well as reflecting on some of the methodological issues raised.

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viewed the primary utility of the group as providing a forum in which they could share similar experiences and draw particular attention to experiential aspects of attending the group such as the provision of a safe place to talk, its emotional and psychological impact, differing roles of participants in the group, and the perceived benefits of therapy. **Conclusions:** The data suggest that the experience of young people who hear voices, both in furthering our understanding of the young people’s lives. The data have clinical utility, both in furthering our understanding of the experience of young people who hear voices, and in allowing us to reflect upon the intervention.

The content of delusions: Rigid types or fluid themes? J. R. THORNTON, J. S. JONES, A. G. KEATS, Macarthur Mental Health Service, Campbelltown, New South Wales, Australia. **Objective:** The objective of this study was to investigate the manifest themes of delusions: first, to investigate how these occurred across a range of individuals with psychosis, and second, to explore how selections of themes were actually presented by individuals. **Design:** A qualitative research design was used: 25 participants with delusions were interviewed on several occasions. Participants were interviewed first without tape recording, and later with tape. A range of verification methods were used such as the use of multiple analysts, member’s check, and application to new participants (three interviewed and taped plus others examined via medical files). **Method:** Interviews and case files were carried out with 25 participants. Interpretive phenomenological analysis was used to generate a thematic network of themes. A data matrix was used to classify delusions into rigid themes, fluid themes, and themes that were fluid in one subject's terminology and rigid in another. **Results:** A typology was constructed of 34 themes which fell into six general topic ‘domains’, e.g. negative self. The majority of themes related to self, social relationships, and to aspects of the self and social relationships. Each individual had a unique selection of themes which tended to cohere as a whole. **Conclusions:** The conventional system of classifying delusions is distorting since it implies that individuals fit into distinct groups, for example, ‘the grandiose’. Analysis suggests individuals tend to have a complex set of similar experiences. Sub-themes draw attention to experiential aspects of attending the group. **PAPERS**

A brief history of psychological chronic pain management A. ARTHUR, Pain Clinic, Eastbourne General Hospital, East Sussex. **Purpose:** To develop an integrative approach in pain management it is first necessary to examine the history of psychological interventions to see what can apply to patients in chronic pain. **Method:** The major psychological theories and approaches that have been employed in pain psychology from the turn of the 20th Century will be presented. **Key Points:** Pain theories at the turn of the 20th century were based on simple cause and effect, conceived in the 1600s by Descartes, which reflected the notion of ‘monistic’ dualism. However, observations that some patients had no observable damage, or responded differently to the same damage, led to the concept of hysterical pain led to the concept of hysterical conversion. Psychoanalytic treatment was designed to make the conflict conscious and relieve the patient. Analytic theory later postulated the existence of personality abnormalities; particularly Engel in the 1950s developed the idea of the ‘pain prone patient’. During that research into the ‘pain personality’ gate control, and social modelling developed. There followed an explosion of research which developed that suggested the following factors were involved: depression, psychiatric illness, childhood sexual and physical abuse, which could be treated with CBT, behaviour therapy, and biofeedback. Further developments in personality theory, and developmental precursors lead to ideas about pain vulnerability in individuals. **Conclusion:** An integrative approach should apply the theories and methods shown to be of value rather than adopting a mono-theoretical ‘one size fits all’ approach to pain management. andrew@arthur.fsnet.co.uk

The use of community based support groups in the treatment of patients with chronic pain A. ARTHUR, Pain Clinic, Eastbourne General Hospital, East Sussex. **Background:** An integrated model of pain management is a holistic way taking into account the significant social, psychological, and mental health problems they experience and acknowledges the need for long term support. **Objectives:** An application of this model, pain support groups (PSG), will be presented. Designed to facilitate self-understanding and management, enable participants who are often withdrawn and isolated to eventually form their own community based self-support groups, these groups are particularly suited to excluded from CBT-based pain management programmes (PMP) because of mental health problems, and its motivational and physical demands. **Method:** Three pain support groups will be presented. Each group consisted of an average of 8 patients. Each group met weekly over 10 weeks, was facilitated by a multi-professional team, and went on to form their own community based self-support groups. Each group consisted of an open discussion forum to explore psychosocial needs, followed by specialist input from a more conventional PMP. The Pain Stages of Change Model and the Chronic Pain Stages Model were used to evaluate development from a passive medicalised position to that of active responsibility for pain management. **Results:** Results suggest there was a significant shift in the expected direction on the PSOC. However, evaluation using measures of anxiety, depression, and disability did not show significant changes although this may change with longer follow-up. **Conclusion:** There were changes in motivation, measures of satisfaction were consistently very high, and patients went on to form their own active self-support groups.


- In a general mental health or primary care setting ethnic minority patients are less likely to be referred to psychology services, less likely to seek therapy and more likely to use the white majority service as white majority patients in terms of sessions offered and clinical outcomes.
- This study used qualitative and quantitative methods to investigate why drop out might occur early in the sessions.

**Results:**

- Ethnic minority patients were less likely to be referred for psychology services. Rates of distress needed to be higher before referral was made.
- Black clients were more likely to drop out of therapy and Asian clients who were engaged by therapists who understood their needs were more likely to be never seen due to not attending first appointments.
- Ethnic minority patients have a lower mean number of appointments.
- Once ethnic minority patients are engaged by psychologists they have similar therapeutic outcomes (as rated by the patient, the therapist and using standardised measures), attendance and therapy endings.

**Conclusion:**

- Psychologists need to be more proactive in engaging ethnic minority patients in initial sessions.
- Standard DNA letters need to be reviewed to include a more proactive model for patients identified as being from an Asian cultural background.
- Services need to consider why it is difficult for ethnic minority patients to engage initially and why drop out might occur early in the sessions.

The tyranny of ‘expertise’ P. BLACKBURN, Coltman Avenue Clinic, Beverley.

Clinical psychology has never been so well supported. The development of Mental Health Services in the arena of Adult Mental Health. This opportunity is afforded firstly by the possibility of generating a profession to the future of 'Appointed Clinician' status to experienced clinical psychologists. Secondly, by the volume psychodynamic and psychoanalytic intervention approaches which are now routinely employed with the most serious mental health conditions including depression and anxiety. These approaches are fast becoming front line treatments with medication, therefore, becoming less central in mental health practice. Similarly, these psychological approaches may well shift the emphasis from 'diagnosis' to psychological description or formulation. A traditional criticism of psychiatry has been that by imposing its 'expert knowledge' on its clients it disempowers, marginalises and leaves them feeling dependent on the 'expert'. It remains to be seen whether psychology is ready to take the step up. Assuming that this is the case, this paper will

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address whether it is able to develop a more collaborative therapeutic approach to client treatment that will empower clients (instead of professionals) and give them a greater sense of agency in their own definitions and lives, or whether it will simply feel obliged to develop a new set of professional knowledge and impose it on them instead. These ‘collaborative’ approaches are gaining more credibility. Case examples and outcomes are presented from an evaluation of this way of working within a First Episode Psychosis Project in East Yorkshire. 

**Staff contributions and the acceptability of psychological treatments for aggression following acquired brain injury**

D. MANCHSTER, Transitional Rehabilitation Unit, Haydock, M. FINLAY, Psychology Dept., Surrey University & S. ACKERS, Psychology Dept., Preston Health Authority

Previous studies in learning disabilities and child psychology have shown that staff tend to rate non-aggressive treatment procedures as more acceptable than aversive procedures in the management of behavioural difficulties. This study investigates if a similar treatment acceptability exists for staff working in sub and post-acute brain injury rehabilitation. It also considers the prevalence of different causal explanations for staff aggression, in particular whether or not internal attributions are more common than external attributions, and if internal attributions lead to aversive treatments being considered as more acceptable. One-hundred-and-thirteen staff participated in the study. Results indicated that patterns of treatment acceptability were consistent with previous research in other clinical areas. Attributions were significantly more likely to be external, than internal. Those staff making internal attributions for aggression were significantly more likely to consider the most restrictive behavioural treatment approach as acceptable. Finally, psychotherapy was recommended as a treatment option for the first time in this type of research.

**Psychotherapy was found to have the second highest acceptability rating of the nine treatments investigated. Implications for future research and clinical practice are considered.**

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**Male sexual assault: Prevalence and attitudes among male GUM clinic attendees**

Z. MARTIN, UCL, E. SHAW & E. TACCONELLI, St Ann’s Hospital, E. SHAW & E. TACCONELLI, St Ann’s Hospital, Enfield and Haringey, North London. One-hundred-and-fifty-eight participants took part of 218 asked (7.5 per cent response rate).

**Results:** Concerning attitudes, results showed that participants believed that men could be sexually assaulted (80 per cent). However, whilst having faith in services (61 per cent), that men tend not to disclose their assault (61 per cent), as for some it is due to shame (28 per cent). They also believed that men do not disclose their assault (61 per cent), as for some it is due to shame (28 per cent). They also believed that men do not disclose their assault (61 per cent), as for some it is due to shame (28 per cent).

**Conclusion:** The component scores provide more information than the client group. First, this test than does the Profile Score metric.

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Comprehensive evaluation of staff training in psychosocial methods: Rationale and illustration

G. DILNE, Newcastle University (Centre for Applied Psychology), J. CARPENTER, Durham University (Centre for Applied Social Studies), C. LOMBARDO, Newcastle University (Centre for Applied Psychology) & C. DICKINSON, Durham University (Centre for Applied Social Studies).

Objectives: To present the rationale for the comprehensive evaluation of staff training, to illustrate with two examples, testing hypotheses that training leads to staff development and to benefit clients.

Design: Multiple measures and methods were used to assess the impact of staff training within a quasi-experimental, longitudinal design. The rationale was to evaluate impacts comprehensively.

Method: The theoretical (i.e. the 'rationale') aspect of paper based on literature review, especially the widely-accepted Kirkpatrick approach to the evaluation of training, and (b) empirical (i.e. illustration) aspect of paper will be based on n = 36 NHS mental health professionals seconded to a regional post-graduate training course. Measures of the training delivery, learning outcomes, transfer to clients, clinical outcomes and service impacts were administered pre- and post-training. For example, in terms of the training delivery, video recordings were made of a sample of training sessions and these were coded in order to determine the content. Additionally, the trainees provided questionnaire-based data on the skillfulness of the delivery.

Results: Training group. This result in favourable outcomes across all five measures and client benefits reported.

Conclusion: Government policy increasingly supports the development of staff and evidence-based practice. This paper proposes how evidence on training in psychological methods can be used to critically evaluate this framework with data from a regional 'psychosocial interventions' programme.

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POSTERS

What do clinical supervisors need? Development of a syllabus for clinical psychology supervisors of pre-registration psychologists

E. CAMPBELL, C. ALLAN, C. BAGNALL, J. GRETTY & J. WAKELING, University of Glasgow.

Objectives: To describe the current status of the supervision of clinical practice of pre-registration trainees and the needs for the development of supervision skills for Clinical Psychology supervisors. To develop an evidence based syllabus for such supervisors.

Design: This was a multifaceted research project in which the needs of educational supervisors for training and development were elicited.

Methods: Information gathering and qualitative methods were used. These included:

- Questionnaire survey of all clinical psychologists in Scotland;
- Interview with pre-registration clinical psychology trainees;
- Focus group with key staff;
- Delphi exploration with expert groups.

Results: Key findings were:

- There is a very strong commitment to pre-registration training among NHS clinical psychologists;
- Many clinical psychologists carry a considerable supervision burden both within the profession and across other professional groups;
- An emergent syllabus with four main content areas:
  1. Legal, ethical and professional standards;
  2. The integration of trainees needs with professional requirements and service need;
  3. The delivery of supervision;
  4. The evaluation of the process and outcome of supervision.

Conclusions: Findings from this study have highlighted areas in which clinical psychology supervisors therefore need more structured training and development. It is anticipated that the emergent syllabus will be an educational resource with both generic and profession-specific applications.

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Shame as a social phenomenon

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Purpose: This paper argues for a theoretical approach to chronic shame which emphasises social factors and the impact of psychological problems. Some of the implications of this for research and clinical practice are considered.

Context: Clinical psychologists are increasingly drawing on clinical theories to inform therapeutic work. However, a comprehensive review of clinically-orientated research on shame over a four-year period revealed that this has mostly been restricted to the investigation of individual differences, conceptualising shame as an attribute of the individual.

Key Points: It is argued that the notion of shame as a context-free intrapsychic variable has distracted clinical researchers from investigating shame as an interpersonal experience and has made the social construction of shame less visible. As such, there is very little data available on the avoidance, management and repair of shame. The implications of a more contextualising approach to shame for practitioners include a willingness to (a) work with clients at achieving real changes in their social worlds and (b) to develop services which offer positive identities for users.

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CPD update: What you should know and what you need to do to meet annual CPD requirements

G. NEWTON, Graces Plymouth Primary Care Trust & H. NIGHTINGALE, Priory Hospital, Manchester & Snaefell Surgery, Isle of Man.

All psychologists will maintain and develop their professional knowledge and skills. The CPD process is aimed at ensuring that the CPD and CPD subcommittee are committed to providing assurance to the public to feel confident that Chartered clinical psychologists have a responsibility to update and develop their knowledge and skills on an ongoing basis, which equip them to meet the needs of their professional services. The CPD subcommittee has developed a robust system of guidelines and policy which will provide psychologists with information on how to undertake CPD activity and to submit a CPD record of their log book on an annual basis, which will be used to identify areas of interest and develop their own competencies and the type of learning objectives and development activities needed to meet those outcomes.

Objectives: Clinical psychologists need to be aware of the role and place in the professional agendas of practising clinical psychologists. This poster submission illustrates the expected competencies and responsibilities of clinical psychologists and their employers.

Design & Method: The work of the DCP CPD subcommittee is summarised along with the next steps towards links with registration and the annual practising certificate.

Results: Copies of the poster and complimentary handouts are available, together with copies of the DCP Guidelines for CPD and the CPD Log Book.

Conclusion: In becoming a requirement for practice, CPD is appropriately placed at the core of professional practice.

Psychosocial status of women requesting breast augmentation surgery

J. SCOTT, University of Glasgow. L. GREENS, Greater Glasgow Greater Primary Care NHS Trust & E. CAMPBELL, University of Glasgow.

Introduction: An increasing number of women are seeking breast augmentation surgery in NHS cosmetic surgery clinics, although a group of women have suffered from a number of methodological problems which have limited their generalisability.

Objectives: To examine psychosocial factors in women requesting breast augmentation surgery in an NHS unit using a comparison group (matched for breast size, age and socioeconomic status) and standardised measures.

Design: Between groups design in which 37 women requesting breast surgery for augmentation were compared with a control group (n = 27).

Methods: Semi-structured interview including psychological history, motivations for surgery etc. Self report questionnaires including: the Appearance Schemata Inventory, Body Satisfaction Questionnaire, DermatoTooth Appearance Scale.

Results: The augmentation group reported more depression, anxiety and low self esteem than the comparison group. They may also have been more likely to endorse dysfunctional schemas about appearance. The groups did not differ in degree of satisfaction/dissatisfaction with the body in general, except for the augmentation group reported more problems in sexual relationships. The augmentation group reported more post-psychological problems and disruptive childhood experiences.

Conclusion: This project is the first comprehensive study of the psychosocial status of women who request breast augmentation in the NHS. Such women were found to have a higher degree of psychopathology than a matched comparison group.

Long-term forgetting in Temporal Lobe Epilepsy

H. TAYLOR, J. DOWNES, University of Liverpool & G. BAKER, Walton Centre, Liverpool.

Objectives: The study aimed to build upon previous work conducted by Blake et al. (2000) investigating differential forgetting of both verbal and non-verbal material in patients with Temporal Lobe Epilepsy (TLE) and a control group. Briefly, it was hypothesised that: (1) Patients with TLE will forget significantly more of the information learnt relative to a matched group of control participants despite matching of performance at immediate testing; and (2) The impairment of lateralised temporal seizure foci may reflect a 'material-specific' deficit.

Design: A mixed factorial design was used. Long-term forgetting for both verbal and non-verbal recall and recognition tests was tested at three delays; immediate; one hour and six weeks.

Methods: 34 TLE patients and 24 control participants matched for IQ, age and gender participated in the study and were tested on the battery of recall and recognition tests over the three delays.

Results: Mixed factorial ANOVAS, Independent t-tests, Post-hoc Bonferroni corrections and Pearson's Product Moment Correlations were conducted on the results of the tests is still to be completed. The main finding so far has been that the TLE patients forgot more of the information than the control group tested at the six-week delay for both verbal and non-verbal recall tests.

Conclusion: The differential forgetting of both verbal and non-verbal material for recall was attributed to an impairment in the slow
Sensational and lurid interests in mentally disordered offenders
V. EGAN, Dept. of Psychology, Glasgow Caledonian University.

While an interest in true crime, murder, true crime, the Occult, and Nazism (‘sensational interests’) is found in the background of some serious offenders and has been claimed to denote gross psychopathy or Risk, these topics are also of interest to the population as a whole. Similarly, while entertainment may utilise such content, these topics are rarely consumed by people who are neither criminal or mentally ill.

A Sensational Interests Questionnaire (SIQ) was developed to measure these violent and unusual interests. The measure has high internal reliability and measured five interest dimensions, of which the first two – hyper-masculinity and the violent-occult – encapsulate the sensational interests construct. The SIQ has since been examined in relation to the ‘Big Five’ personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), sensation-seeking, self-reported DSM-V personality disorder symptoms, and psychopathy. Within mentally disordered offenders, greater for sensational interests are associated with individuals who are higher on anti-social, borderline, passive-aggressive, and histrionic dimensions, and lower on risk-taking traits, rather than psychopathy per se. For the general population greater sensational interests are associated with lower agreeableness and conscientiousness, and with higher mating effort, suggesting sensational interests may denote intra-sexual competition among individuals who seek status but are unable to compete in more conventional ways. While most individuals are able to separate their fantasies from their interests from the needs imposed by reality, serious offenders may find this more difficult; it is incumbent upon us to uncouple the mechanisms which lead from interest and sustaining fantasy to ideas of revenge and behavioural try-outs.

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Psychology students’ attitudes towards E-Therapy: An exploratory study
C. GINESTET.

Objectives: Albeit therapeutic interventions are increasingly more delivered through the Internet, e-therapy remains envisaged as challenging the three pillars supporting traditional therapeutic processes, namely visible face-to-face contact, talk-therapy and pharmacological treatment (Eynal et al., 2002). The present exploratory research concentrated upon uncovering whether or not psychology students regarded e-therapy as a therapeutic service.

Design: Given the exploratory nature of the research, a semi-structure framework was adopted. Several focus group interviews were conducted. Research questions were refined and restructured between each interview. Mainly third year psychology students (93 per cent) were recruited as they were suggested to shape the future of the discipline and therefore influence online discourse.

Results: All participants’ comments were discourse analysed. 125 units of analysis were identified, which were grouped into five categories including the positive aspects of e-therapy, E-therapy as not therapeutic, the dangerousness of e-therapy, the e-therapy users and psychology of legality and confidentiality. Positive opinions centred upon the flexibility of Internet interventions. However, the bulk of the comments vehemently rejected e-therapy as non-therapeutic. Stated reasons were portrayed as impermeable barriers lacking the indispensable characteristics of any client-therapist interaction, including confidentiality and face-to-face interaction. The service’s dangerousness and its ethical validity were also criticised by the respondents. Ununexpected, many recollected comments characterised these debates.

Discussions: These findings highlight the reluctance of this population to assimilate new technologies and stress the urgent need to integrate e-therapy to British universities curricula as it is already the case in certain American and European syllabi.

Testing the genuineness of word-colour synaesthesia when there is an emotional component involved
L. GLOVER.

Objectives: Synaesthesia is a condition whereby sensations are perceived separately are experienced at the same time. For example, when hearing a word the sensation of a colour may automatically be experienced. Synaesthetic genuineness is usually tested by measuring the consistency of correspondences between two sensations, for example between particular words and visual scenes. However, it is difficult to associate these words with colours since mood and emotion at testing will reduce consistency. In this investigation the primary objective was to construct a more effective test of the genuineness of emotional synaesthesia. It was hypothesised that emotional synaesthetes would perform more consistently in their corresponding scenes.

Design: A between subjects design using concrete word stimuli did not lead to significance at the 1- per cent level. Therefore, stimuli were changed to months since Anna was more consistent for these words across emotional scenes.

Methods: Anna was tested in a single session since her emotional state would be stable over 10 minutes, and then two weeks later for comparison. Finally, word stimuli were used since control participants would find it more difficult to associate these words with colours whereas Anna would not. 

Results: The findings were all significant at the 1- per cent probability level, each test being increasingly more effective.

Conclusions: This test could be formulated that seemed to more effectively test for the genuineness of emotional synaesthesia. Further tests may enhance the difference between performance of synaesthetes and control participants. Ability to generalise to other emotional synaesthesies needs to be tested.

To see or not to see – that is the question: What effect does visual priming have upon inattentional blindness with regard to dynamic scene perception?
S. GRANT.

Objectives: To assess whether or not using a visual priming tool increases the number of people who reported having seen an unexpected event in an inattentional blindness scenario. To assess whether there was a statistical difference in the amount of time participants who reported seeing the unexpected event spent fixated on the gorilla compared to those who failed to report having seen it.

Design: The research took the form of an experimental, between participant’s design. The independent variable was the condition, primed or non-primed, with the dependent variable being whether participants reported seeing the unexpected event.

Participants: The participants were volunteer first and second year undergraduate psychology students. This group was chosen on the basis that it was unlikely they would previously have seen the film used. In accordance with a University of Derby run incentive scheme they were each awarded three pounds for taking part.

The sample consisted of 39 participants, 28 female and 11 male, ranging in age from 18 to 46, with a mean age of 24.8 years. They were allocated to one of the two conditions, primed or non-primed, on a random basis.

Materials: A film clip entitled ‘Gorillas in our midst’, developed by Simons and Chabris, was used. The film lasts 60 seconds and features three players in white shirts passing a basketball and three players in black shirts passing a basketball. For a period of around 10 seconds the gorilla is walking in front of the basketball players in a QuickTime Player, full screen on a Hitachi Superscan 21” monitor at a distance of 800 millimetres from the eye-tracking equipment, with remote floor mounted optics and an E.H.T. tracking mirror was used to map eye movements. This data was recorded using a Tobii X2-60 Monitor with Tobii Studio. An A.S.L. Eyonal programme created the fixation files. For the purpose of the analysis the eye-tracking film was replayed on the same model VCR as it was recorded on. EMAT, developed by the University of Derby, was used to analyse the eye-tracking data. Screen wallpaper, made up of multiple gorilla images, was displayed to the participants in the primed condition only.

Procedure: Each group of participants was informed of their right to withdraw at any time. The British Psychological Society’s guidelines. They were brought into the room where the experiment was conducted individually and were told not to note anything down. Each participant was instructed to sit in the chair facing the computer monitor and to make themselves comfortable at the table. The equipment used for the eye-tracking machinery, was pointed out to participants. It was then explained that they would be required to keep their heads as still as possible throughout so that the eye-tracking equipment could monitor their eye movements. To facilitate this an adjustable chin rest was provided and participants were asked to keep their gaze fixed on the computer monitor and this was monitored by Tobii Studio. During most of this process participants were facing the monitor and saw either the plain blue screen, in the non-primed condition, or the gorilla wallpaper, in the primed condition. A calibration screen was then brought up on the monitor and it was explained that they must fixate on each of the nine numbered dots as accurately as possible to allow for calibration of the eye-tracking equipment. They were then read an instruction sheet by the researcher that informed them of the task that was about to be completed. The procedure was explained and any questions were clarified. Participants were then asked to report the number of passes made. Further to this it was asked if they had seen anything unusual during the film clip, and it was noted whether or not they reported having seen the. Participants were then debriefed as to the nature of the experiment.

Results: A chi-square was used to analyse the data and no significant main effect of visual priming was found. However, there was a trend towards priming having a positive effect with 40 per cent of participants in the primed condition reporting the gorilla against 15.8 per cent in the non-primed condition. An ANOVA produced no significant difference between the amount of time participants who reported seeing the gorilla fixated upon it as opposed to those who failed to report having seen it.

Conclusions: It would appear that whilst visual priming did not produce a statistically significant difference in the number of participants who reported the unexpected event (the gorilla), it did produce a trend towards this effect. The analysis of the number of times subjects who did report the unexpected event spent more time fixated upon it than those who failed to report it did. This, then, may suggest that it is more than simply a matter of having seen something that enables us to report it and that...
there may be some unconscious form of processing that occurs where we decide if an event is important enough to process for future reference.

Predictors of sexual risk taking in gay and bisexual men

G. HAGGER-JOHNSON.

Objectives: The aim was to identify predictors of three types of sexual risk taking in gay or bisexual men: number of casual sexual partners, condom use and non-HIV testing.

Design: 529 men completed an anonymous questionnaire, self-reporting a selection of individual difference measures and their sexual behaviour within the preceding six months.

Methods: Data were collected using both paper and online questionnaires and analysed using multiple and logistical regression.

Results: Two predictors accounted for 15 per cent of the variance in number partners (R = 0.38). Among men with casual partners, five predictors reliably distinguished between condom users and inconsistent users, with a correct classification rate of 76.8 per cent. For men with a main partner, only self-esteem contributed to prediction at 58.0 per cent. Seven predictors classified 68.1 per cent of HIV testers versus non-testers correctly.

Conclusions: The results are interpreted from a personality and individual differences perspective, and suggestions are made concerning the design of interventions and health promotion strategies.

Social identity in adults with learning disabilities: A quantitative study

J. HARPER.

Social identity is an important part of our self-concept and our perception of social identity comes from our associations with specific in-groups over other out-groups. Adults with learning disabilities are assumed to associate with the learning disability minority group, and previous studies have focused on the stigma attached to this label. Many of these studies though have ignored this label’s role on establishing access to some services and provisions and have also only used qualitative data. In this study we set out to gather quantitative data about the level of in-group identification people with learning disabilities have with this group, using an established in-group identification scale, adapted for use by people with learning disabilities. Previous studies have shown that high identifiers will see the in-group as more homogeneous, whereas low identifiers will try to distance themselves from the in-group, especially when the in-group is negatively perceived by the out-group. We hypothesised that the level of in-group identification would be affected by perceived threat to the in-group, and this was supported by our results. Interviews with 15 people in use of the South Birmingham Primary Care Trust service provisions and members of a university community action group showed that people with learning disabilities were able to use such scales, to a certain extent. The relationship with perceived threat may show that people appreciate the negative associations with the label, and participants with low in-group identification may well be trying to dis-identify with the learning disability group.

The insecure base of social phobia: Investigating the supporting role of adult attachment

T. MURRAY.

Clinical work has supported the notion that attachment insecurities play a prominent role in the development of psychopathology (Sroufe et al., 2000). Research shows that key factors in the formation of relationships play a role, interpersonal relationships and a co-morbidity with anxiety disorders. Previously, within the framework of attachment theory there has been minimal work on the condition of social phobia, which is related to both anxiety and relationships. Such anxiety about social interaction may also limit social support, which may in itself maintain the social phobia. Insecure attachment has been seen to predict ineffective support seeking and both insecure attachment and social support have been found to be significantly related to anxiety levels (Collins & Feeney, 2000). To fill the gap in existing research this study used a correlational design to investigate the focal condition of social phobia within an attachment and social support framework. A sample group of 40 individuals who were registered with a national phobic charity, 50 psychology undergraduates from a London University and 40 individuals from the community were used to create phobic and non-phobic groups. It is expected that results will show that the higher the level of social phobia an individual experiences, the more likely they are to have an insecure attachment style and the lower their levels of social support will be. In conclusion if the base of social phobia is seen to point to insecure attachment and lack of social support is seen to maintain the condition this will have implications for proposed treatment plans.

Factors related to student attitudes towards individuals with ill mental health

W. NICHOLLS, Loughborough University.

Objectives: This investigation aimed to explore the specific effect of a ‘mental health related’ course (i.e. Psychology), on attitudes towards individuals with ill mental health.

Design: A cross-sectional design was used.

Methods: 130 Psychology students completed the Community Attitudes Towards Mental Illness scale (CAMI: Taylor & Dear, [Schiz. Bull. 7, 225–240] 1981). A higher score indicates an attitude that is more negative. Participants were grouped according to whether they were first or final year students, and according to whether they were combined or single honours students; giving four groups. A two-way between subjects ANOVA was performed to assess the effects of ‘year of study’ and ‘course of study’ on attitude.

Results: The main effect of participants ‘course’ on their attitude towards individuals with ill mental health was significant (F(1,88) = 3.9; p = 0.001), the first years had attitudes that were significantly more negative than the finalists. Within the combined honours sample, scores did not vary between first years and finalists; producing a marginally significant interaction (F(1,88) = 3.9; p = 0.049).

Conclusions: In this sample, knowledge of mental health difficulties (obtained through a taught course) did lead to an attitude that was more positive. Contrary to the existing literature, university experience alone did not lead to attitudes that were more positive. Differences in attitude may, however, reflect pre-existing attitudes; therefore a longitudinal study may be more informative.

Finding your way on the Internet: Websites and skills for psychology students

E. PLACE, SOSIG, University of Bristol.

This session will offer a guided tour of SOSIG: a free, national Internet service designed to help students get the best from the web while studying psychology. The Internet offers a number of websites and services that might support the study of psychology, but it can be like looking for a needle in a haystack. How can you find the information you need without wasting hours of time surfing? The Social Science Information Gateway (SSIG) aims to help students make sense of the Internet. It’s a service you can trust, built by lecturers and librarians from UK universities, and funded by the Economic and Social Research Council (ESRC) and the Higher Education Funding Councils (via JISC).

Use the SOSIG Psychology Gateway to:

- Browse key websites for psychology;
- Search the web for psychology resources you can trust;
- Find out about postgraduate courses on offer;
- Find the latest conferences and events;
- Find like-minded researchers;
- Make your CV available to the psychology research community.

You can also get free online training in Internet skills by taking our web tutorial:

Internet Psychologist
http://www.vts.rdn.ac.uk/tutorial/psychologist/

SOSIG points to 22,000 high quality Internet resources. Over 10,000 researchers have signed up to the SOSIG Grapevine, and we currently get around one hit every minute. Don’t get left behind – check out the site for yourself:

http://www.sosig.ac.uk
Investigating the notion of the ‘Anti-social Student’ stereotype and referent informational influence

I. BRENNAN, University of Wales Institute, Cardiff.

Aims: Media stereotypes of students suggest an anti-social impact on their behaviour. However, relatively little research exists on this topic. This study aims to investigate the socialisation tactics of students towards their peers and school through the concepts of the ‘Psychosocial Moratorium’, Deindividuation, Anticipatory Socialisation and existing psychosis models. It also investigates the diffusion of these student stereotypes. Referent informational influence is explored, through the use of Interpretative Phenomenological Analysis (IPA), as a facilitator of this stereotype.

Design: Eight first-year University students were interviewed using a semi-structured interview technique.

Method: IPA will be applied to the interview transcripts.

Results & Conclusions: Master Themes will be identified and will be discussed in relation to the existing literature. The suitability of applying IPA to a Social Cognition model will also be discussed.

Motivation to exercise and the effect of exercise on mood

S. CARRITT, Swansea University.

The motivation to exercise and the relationship between exercise and mood were explored. Mood before and after exercise, activity over the past fortnight, estimated aerobic demands, and attitudes towards exercise were measured in 124 adults. Exercise was associated with mood improvement in those taking part in a group activity who had previously demonstrated significant differences in gender were found. Socialising with other exercisers was associated with improved mood in men, whereas a desire for fitness was important for women. Also, socialising with other exercisers was associated with participation in team activities. Interestingly, aerobic demands were not significantly associated with mood improvement.

School friends, school attitudes: Which ensures academic success?

R. CHADWICK, Swansea University.

This study investigated this relationship of popularity status of a child, attitude of their peers towards school and their own attitude towards school and the effects these factors have on academic achievement. Twenty-five children completed the Minnesota School Attitude Survey and sociometric status test. From the sociometric data it was possible to identify peer groups and assign membership to them. Attitude towards school was then classed individually and as a group. The expected effect of attitude as the most significant factor in predicting academic achievement was found, however only for own attitude to school. Children were found to score higher on academic achievement if their own attitude toward school was positive. The expected influence of peers upon these attitudes was also found, however popularity was a contributing factor to academic achievement.

Women’s perceptions and attitudes towards menopause: A qualitative study

L. O’COOLBURY, Swansea University.

Ten semi-structured interviews were carried out in order to gain qualitative information about women’s perceptions of menopause, and their physical and psychological symptoms. Participants were asked eight questions. These included their perceptions of menopause and their symptoms, how they had experienced menopause so far, whether there were any identifiable physiological changes, how they coped, and whether their expectations had matched their experiences. All interviews were tape-recorded and later transcribed. Data analysis is currently in progress with the use of Interpretative Phenomenological Analysis. However, results so far have indicated that women are uncertain and confused about the symptoms and feelings they experience. There is relief with respect to the cessation of periods, yet these women are concerned for future ailments that may be caused by the menopause.

The psychosocial effects of teenage acne: An interpretive phenomenological analysis

R.M. FELLOWS, Swansea University.

Eight high school students were recruited through advertisement. All perceived them selves to suffer from acne and participated in a semi-structured interview to establish the impact that acne had on a variety of aspects of their psychological and social well-being. These valuable dialogues were then analysed through IPA where the central concern was the individual’s subjective experience of the effects of acne. The data showed that the teenagers had suffered many effects from this dermatological condition; including depression, anxiety, diminished self-confidence, and the desire to disguise their appearance. In conclusion, although there were significant individual differences in the effects experienced by the subjects, the condition often had massive and debilitating effects on the teenager’s psychosocial well-being.

Characteristics and functions of play fighting and newly-qualified teacher’s perceptions of these

T. FINDLAY, University of Wales Institute, Cardiff.

Background: There is now a general consensus among researchers that play fighting (p/f) has many developmental benefits for boys. Schools by large do not know of these benefits, and many outlaw all forms of p/f. Individually teachers also hold rather negative views toward p/f, thinking that it leads to real aggression. Aims: To investigate teachers’ attitudes toward p/f (NOT’S) receive sufficient training in recognising and understanding the functions of p/f.

Sample: 30 NOT’S from Oxfordshire with less than three years of teaching experience.

Method: A questionnaire will be distributed, the purpose of which will be to examine understanding of p/f, personal opinions toward p/f, and training received in the use of p/f.

Results: Data is still being collected.

An association between psychopathology and nightmares?

S. FISHER, Swansea University.

Zadra and Donderi’s (2000) claim that nightmares that wake one up are a better indicator of psychopathology than bad dreams that do not wake one up. Twenty-nine participants completed measures of neuroticism, state anxiety, acute stress. Retrospectively assessed nightmare frequency was significantly correlated with acute stress, whereas bad dream frequency was not. The correlation was higher, for a combined measure of bad dreams and nightmare, and the correlation with state anxiety was also significant. Trait nightmare distress was significantly correlated to all measures of psychopathology, and the nightmare and combined measure correlations with psychopathology became insignificant when trait nightmare distress was parcelled out. Apparently, the association between psychopathology and nightmare frequency are thus mediated by nightmare distress.

The mediating role of affect, entitativity and identification on the relationship between mortality salience and group bias

D. CRELLLEY, Swansea University.

The aim of the study was to investigate whether affect, entitativity and identification mediate the relationships between mortality salience and both raised evaluation of the in-group and lowered evaluation of the out-group. Individuals in the mortality salient condition were presented with an article focusing on the effects of sexually transmitted disease. Individuals in the non mortality salient condition were presented with a non fatal condition. Condition was a non significant predictor of raised evaluation of the in-group or devalued of the out-group. Levels of perceived out-group entitativity proved to be a significant predictor of raised in-group evaluation. Levels of perceived in-group entitativity, out-group-entitativity and identification all were significant predictors of lowered out-group evaluation. Affect had no significant relationship with either variable.

PCT in Education: A comparison of research methods to investigate referent informational influence in undergraduates

K. DALE, University of Wales Institute, Cardiff.

Personal Construct Theory (PCT) suggests that the individual creates his/her own way of seeing the world. The repertory grid is the research method commonly associated with this theory that accesses this information through the creation of elements and constructs. A review of the literature suggests that there is little research on the use of PCT, especially with regards to education. This study aimed to investigate why this is so by comparing the repertory grid with a commonly used research tool in the class room, a questionnaire, the questionnaire was an adaptation of a technique used by Badham et al. (1998) measuring student motivation. The qualitative data from the undergraduates was content analysed in comparison to the data produced by the repertory grid in an independent samples design. A standardised rating scale was also given to both groups to assess individual opinions on the tools they used.

The effect of disclosing examination worries on anxiety levels, psychosomatic symptoms, study habits and examination performance

A.C. DAVIES, Cardiff University.

The effect of disclosing examination worries on anxiety levels, psychosomatic symptoms, study habits, and examination performance was investigated. Research has shown that disclosing thoughts and emotions during past traumatic experiences can be physically and psychologically beneficial. Undergraduate students (N = 49) were randomly assigned to write about either their thoughts and emotions concerning a forthcoming examination or their plans for the remainder of the day. Participants wrote for three consecutive days, 15 minutes per day. Anxiety levels, psychosomatic symptoms and study habits were measured using a battery of questionnaires in the weeks leading up to the examination. Examination performance was measured using the students’ obtained grades. There was a significant effect of disclosing examination worries on psychosomatic symptoms. This suggests that disclosing examination worries is beneficial for psychosomatic symptoms. The implications for disclosing examination worries as a preventative treatment for psychosomatic symptoms are discussed.

The British Psychological Society 2003 Proceedings
Attention and elaboration: Their effects on the Boundary Extension phenomenon
R. FOX, Cardiff University.

Boundary Extension (BE) was first discovered by Intraub & Bodamer (1993) and has proved to be a very robust phenomenon (Intraub & Bodamer, 1993). It involves remembering pictures better than they were originally shown with. This study follows up the work of Safer, Christianson, Autry and Osterlund (1998) who found that BE reverses for traumatic pictures. Intraub and his demen,stated that attention and elaboration may play a role in this process. This study therefore investigates the effect of requiring participants to elaborate on the picture while viewing the picture which will direct attention to, or cause the subject to elaborate on, the central item. It was found that BE vanished under these conditions, and suggested that the picture may be a critical variable in determining the presence or absence of BE. A follow-up experiment demonstrated that background memory in these conditions was impaired relative to a control group, indicating that attention to the central item in a picture can disrupt normal encoding processes, and also suggests that pictures may indeed be encoded as part of a scene as first suggested by Intraub and Richardson (1989).

Probability misjudgement, inherent characteristics and belief in the paranormal
G.O. JONES, Swansea University.

In keeping with previous studies (Gallup & Newport, 1991), the present study found belief in the paranormal to be widespread. Amongst 187 participants, 64% believed in ESP across south Wales, 61 per cent claimed to have a paranormal experience, namely precognition through the medium of dreams. Females were significantly more likely to claim paranormal experiences, 56 per cent, than males, 47 per cent. Personality types were also linked to belief, extraversion was correlated with a greater likelihood for belief and introversion with low likelihood for belief. The Probability Misjudgement theory (Blackmore & Tromborg, 1997) was observed. Believers overestimated the number of random statements as true for themselves and others more than non-believers.

Stereokinetic effect and its relation to the magnocellular deficit theory of developmental dyslexia
P. GREENHOUSE, Swansea University.

The aim of this study was to investigate whether stereokinetic effect by the wire contour of the Musatti (1924) wobble cone is marred by a possible visual-pathway deficit that Livingstone and Hubel (1988) allege to be present in dyslexics. A battery of tests was administered to examine reading ability in dyslexic and non-dyslexic participants. A series of stereograms were presented in order to assess stereoscopic thresholds. Intercocular transfer of the motion-after-effect was used to test adaptation of binocular cortical motion detectors. Though no significant difference was found between dyslexic and non-dyslexic reports of apparent depth, dyslexics required significantly less time to look at stereoscopic targets suggesting that dyslexia may be associated with an impairment of stereocuity.

Effect of dietary levels of caffeine on users and non-users
P. HEWLETT, Cardiff University.

Given its fairly robust effects on mood and performance, it was planned for caffeine to be used as a positive control in studies of magnocellular deficiency. It has been questioned whether the effects of caffeine on mood and performance reported in the literature are positive effects or mere background effects of withdrawal. An experiment was conducted using ‘users’ and ‘non-users’ of caffeine to determine any effects on withdrawal and any interaction between caffeine and ‘user’ conditions after caffeine administration at different times of day.

There were effects of caffeine on mood and performance as predicted. Results showed no effect of withdrawal, however, there was no difference in the effects found for ‘users’ or ‘non-users’ of caffeine.

Women’s experience with traumatic brain injury: An IPA approach
H. HOWES, Swansea University.

Objectives: Acquired traumatic brain injury (TBI) is one of the most traumatic experiences an individual can experience leaving the survivor with a range of cognitive, psychological, behavioural, physical and social sequelae. This study aimed to examine the experience from the perspective of women with TBI, which has been neglected in the literature.

Method: Using a qualitative research method six women who had received a TBI were interviewed about their experience. The method used was a semi-structured interview transcribed verbatim and analysed according to Interpretative Phenomenological Analysis (IPA) (Smith, 1995).

Results: According to the participants the experience of TBI is characterised by a process of change and adaptation, the major themes that emerge from this process are awareness of change in self, the grief response, comparisons with past selves, making sense of the new self and there constructed self.

Conclusion: The present study supports the view that a change in self so fundamental as that following a TBI can lead to a process analogous to a grief reaction. This paper describes the process of adaptation and the implications for rehabilitation.

Is selective attention dependent on perceptual, or response-related mechanisms? An ERP study
P. IRAKLIS, Bangor University.

A flanker-like study using ERP measurements was conducted to investigate the role of perceptual and response-related mechanisms of selective attention. Despite the prediction that different motor codings would produce different levels of intradimensional interference, the active role of a motor-related selective mechanism, no such effects were observed. Instead the results were interpreted as representative of the predominance of selective mechanisms operating at early perceptual levels. Behavioural findings were confirmed by the analysis of the electrophysiological data, which illustrated highly similar patterns of processing of stimuli suggesting equivalent patterns of processing among them. Due to some confounding variables relating to the methodology of the study, however, an unambiguous interpretation of the results was not possible.

Service users’ views on mental health services
D. JONES, University of Wales Institute, Cardiff.

The views of mental health service users are increasingly being recognized as important in the delivery of services set up for them (Rose, 2001) Although studies have been carried out into mental health service user views, very few studies have been done into the views of those who self-harm on their Mental Health Services (MHS). The aim of this research study was to gather the views of those who have self harmed on their experiences of MHS. With the help of the MGYMRU, prospective participants were sent a letter inviting them to attend a focus group to discuss their experiences of the MHS. Those who could not attend but were interested in participating, were invited to complete a questionnaire. At this time the results seem to indicate nine key areas highlighted as important by the service users. The research has provided further insight into what the service users feel about the MHS for those who self harm.

Verbal facilitation in recognition memory for unfamiliar odours
E. JONES, Swansea University.

There has been much research concerning memory for visual and verbal stimuli. In contrast, there has been little research concerning memory for olfactory stimuli. Although serial position effects have commonly been found for verbal memory, past research has generally shown no serial position effect in the memory of sequentially presented odours. In line with previous research, no serial position effect was found to exist in odour memory after a retention interval of 60 seconds. However, recall depended critically on the task participants were given. When participants were asked to generate their own labels for unfamiliar odours, this was found to significantly facilitate odour memory as compared to labels provided by the experimenter and no labels at all. Results are discussed in relation to past research and Paivio’s (1986) ‘Dual Coding’ model.

A study of emotion, memory and defence mechanisms
E. KING, University of Wales Institute, Cardiff.

There is a great deal of research concerning the effect of emotion on memory and the role of defence mechanisms. Defence mechanisms have also been studied in relation to emotion and cognitive functioning (Cooper, 1988). The aim of the present research was to investigate interplay between emotion, memory, and possible influences of defence mechanisms on these interactions. In the main body of the experiment emotional arousal was manipulated using neutral and emotionally arousing film clips. Before each clip, sets of 15 neutral words were shown to participants for recall after the clip. An additional testing period used an emotional Stroop test to investigate defensiveness. Various interactive effects between emotional arousal, memory and defensiveness are expected and will be discussed in relation to reliability of eyewitness testimony.

Sterotype threat, assimilation/ contrast effects and subtlety of priming: You Say ‘bitch’ like it’s a bad thing
T. KLIEGKLOM, Swansea University.

Sterotype threat research (e.g. Steele, 1997) shows that stigmatization leads to situational distress when they face the possibility of confirming negative stereotypes about their (group) role. To understand how individuals assimilate to the stereotype. Is it possible to elicit contrast effects and subtlety of priming as well? In the current study, we designed female participants to view their membership of a leadership vs. problem-solving role after viewing primetime television clips. This study was designed to examine whether female participants who were exposed to a subtly stereotypical clip would show assimilation effects by preferring problem-solving role. The present study was designed to examine whether female participants who were exposed to a subtly stereotypical clip would show assimilation effects by preferring problem-solving role.

Reading and socio-emotional factors: Examining relationships between reading, self-esteem, academic self-concept, attributional style, behavioural conduct and subjective experience of labelling
T. KOKKONEN, Swansea University.

The present study was carried out to examine relationships between reading, self-esteem, academic self-concept, attributional style, behavioural conduct, and subjective experience of labelling in 8- to 9-year-old children. Reading correlated significantly with self-esteem, academic self-concept and labelling. There were
significant inter-correlations between self-esteem, academic self-concept, behavioural conduct and laboratory performance. Poor readers were found to differ for success, but not for failure. Regression analyses revealed that self-esteem and academic self-concept were strongest predictors for reading. It was concluded that social and emotional factors are clearly of importance in the research on poor reading. Practical suggestions for interventions for poor readers are notable. Longitudinal research is needed to examine causal ordering of the variables.

The effect of learning view on internal and external facial feature recognition
J. McBRIDE, Cardiff University.
The present study aimed to determine what effect the view in which a face was learned has on the subsequent recognition of its internal and external features. Forty-eight participants were presented with a whole face in one of six different views (between left profile and right profile) on a screen. This was replaced by some internal or external facial features in a different view, and participants indicated whether these features belonged to the face just presented. Several analyses revealed significant differences between learned and external or internal feature recognition (as measured by hit-rate and reaction time) but not for internal feature recognition. Implications of these data for the three-quarter-view advantage and the importance of configurational information to face recognition are discussed.

The role of geometric regularity in object recognition
F. MIDOUCHA & S. MANAVOPOULOU, Bangor University.
Human 3D object shape recognition is hypothesised to be a process in which the perceptual input is matched against mental shape representations in long term memory. These representations could be based on descriptions of edge contours (Lowe, 1986), surface properties (Marr, 1982) or volumetric components (Biederman, 1987). These three possibilities were examined in the current study. Our experiment was based on a part – whole matching task in which participants matched brief displays of comparison stimuli to images of whole 3D novel shapes – half of the objects were geometrically regular, and half geometrically irregular, forms. The comparison stimulus consisted of either a contour, a number of surfaces or a volumetric component from a stimulus. The speed and accuracy at which participants were able to match the comparison and whole objects were measured. The findings were inconsistent with the hypothesis that volumetric components have a special status in object shape representation. The results suggest that shape representation is mediated by surface properties of objects.

The impact of perceived stress and adverse childhood events on depressive symptomatology in adolescence
L. POYER, Swansea University.
The aim was to investigate the psychological impact in adulthood, of a variety of traumatic events during childhood, in addition to a currently stressful life event. The present study expands on previous research, which typically addressed only one or two types of adversity (i.e. physical/alcoholic). Twenty-nine clinically depressed patients were matched on age and gender with a community sample. Participants self-reported their current depressive symptoms, lifetime trauma histories (including physical, emotional and psychological abuse, physical and psychological availability of their parents, as well as mental disorder). Multiple regression and discriminant function analyses were conducted to establish which combination of variables produced the largest difference between the groups. A strong relationship between childhood trauma and adult clinical depression was not evident. There was a relationship between the perception of recent life stress and subjective feelings of depression as rated by the Beck Depression Inventory. As expected, there was a clear difference between the experimental and control groups on their ratings of depression. The implications of these findings in respect of adult depression will be discussed.

A questionnaire about questionnaires with reference to psychology’s methodological and conceptual confusion
O. PURCHES, Swansea University.
Validity in psychology questionnaires are under investigation. They rarely seem able to correctly represent the construct they are trying to measure. I propose that this due to various flaws in degree-level psychology, and have designed a questionnaire for these questionnaires suggest solutions for such flaws. The participant group is limited to anyone who has filled in a questionnaire. The responses are still being gathered.

Epistemic motives: Do they relate to real-world? behaviour
K. REES, Cardiff University.
Epistemic motives are believed to function like personality variables in cognition across situations. The present research investigated whether three such measures, need for (NAFF, Maio & Esses, 2001) or volumetric components (NEVA, Jarvis & Petty, 1996) were related to behaviour in a ‘real-world’ situation i.e. spontaneous social interaction. Participants attended a group discussion in groups of two to six people then completed a thought list about the discussion and were assessed concerning their contribution to the discussion. A number of exploratory predictions were made and supported for the NEVA measure only. NEVA was correlated with the amount of time contributed, and the number of contradictions made.

Alertness and fatigue in varying patterns of shift systems
V. RUSTON, Swansea University.
The effects of split versus joined rest day patterns and day or night shifts was investigated on a sample of 108 bus drivers and conductors from London General Transport Services, Putney Buses. A questionnaire was compiled using segments from recognised publications, e.g. The Standard Shiftwork Index, to measure levels of satisfaction, alertness, interference caused by shiftwork, confidence of avoiding mistakes, confidence in own extra work after the end of a shift and negative psychological symptoms. Results did not support previous research, suggesting adaptation to shiftwork improves with two plus days off together, compared to rest days split over a seven day period, or that night workers demonstrate significantly poorer effects from nocturnal working. Conclusions include reviewing the questionnaire to make it more specialised.

The effect of harsh discipline, interparental violence and maternal depression on the externalising behaviour of children in a community sample
D.C. SIMMONDS, Cardiff University.
A community sample of 122 families, recruited as part of the South London Child Development Study (SLCDS), were studied during pregnancy, infancy, and early childhood. Children displayed high consistency in their externalising problems between the ages of four and 11. Results showed that harsh discipline and interparental violence at 11 and maternal depression in early infancy were all associated with higher externalising behaviour, with indications that it is the parental behaviour that may be increasing the problems and not vice versa. Qualitative analyses of child and mother videotaped interactions at four supplemented the quantitative findings, which reveal the influential role of family and environmental factors in the development of externalising problems in children and the importance of further investigational research in this area.

Does the level of depression and hopelessness differ between Parkinson’s disease and Traumatic brain injury
Z. SIU, Swansea University.
Previous research has found high incidence of depression amongst patients with Parkinson’s disease, PD and Traumatic brain injury, TBI. In this study 32 participants, 20 with PD and 12 with TBI, were tested for levels of depression and feeling of hopelessness using the Beck Depression Inventory, BD1 and the Beck Hopelessness Scale, BHS. Results showed that individuals with TBI were significantly more depressed than those with PD. On average TBI participants were categorised as moderately depressed and PD participants mildly depressed. Those with TBI scored significantly more on the BHS. Differences were also found in the components of depression between the two groups. The findings indicated TBI is more likely to lead to depression and hopelessness, than PD and that the type of depression differs between the groups.

Effects of sports team membership on pro-social behaviour
C.R. TEARE, University of Wales Institute, Cardiff.
Pro-social behaviour is an important area in social psychology. An individual’s helping behaviour is affected by group membership; people are more inclined to help in-group members than out-group members. Research has demonstrated that in group members’ family, race, and sexuality. This investigation proposes to examine collective and individual, team membership’s effects towards a team member, fellow sports people and a stranger. A mixed, three levels (repeated measures) by two way (between subjects), factorial design will be employed. A sample of 72 is anticipated, 36 from collective sports and 36 from individual sports, all must play and train at least twice a week. Pro-social behaviour will be obtained from presenting three scenarios and a rating scale. Results are still pending.

Face recognition and depth of processing
S. TURNER, University of Wales Institute, Cardiff.
Background: Craik and Lockhart’s Levels of Processing Framework (1972) was the first to state that depth of encoding affects memory for faces is considerably better following encoding measures) by two way (between subjects), than PD and that the type of depression differs between the groups. Aims: To review the effects of depth of processing on facial recognition, and how immediate and delayed recall affects facial recognition at different depths of processing. Method: Two groups will be shown 20 faces; group A will answer three shallow processing questions, group B three deep processing questions. They will be asked for level recognition (one hour).

Results: Not yet collected.

The theory of planned behaviour and exercise: Clarifying the contribution of past behaviour
H. WAIN, Swansea University.
A prospective study was undertaken to clarify the role of past behaviour in the TPB within the exercise domain. The mediating role of past behaviour on the intention-behaviour relationship was examined. The past behaviour-intention
interaction was found to be significant in that as past behaviour increased so did the intention-future behaviour relationship. Therefore, although many individuals had good intentions to exercise these were only translated into actions when exercise behaviour had been recently performed. Consequently intentions based on recently performed behaviour are more stable than those inconsistent with past behaviour, possibly because the experience of the behaviour provides a large amount of information for the individual, so that any additional information provided after the formation of intentions is unlikely to alter them.

**The irrelevant sound effect and air traffic control communication**

S.M. WALDRON, Cardiff University.

Two experiments were carried out in which participants were required to track the movements of two aircraft on an eight-by-eight grid and detect any conflicts in which the two aircraft entered the same grid square. Both aircraft were presented visually on the grid for 10 seconds at the beginning of each trial. The aircraft then disappeared from the grid and participants were required to track their movements using information presented in an auditory fashion (Experiment 1) or visually (Experiment 2). Participants in both experiments performed significantly worse at the task when irrelevant speech was presented in the background compared to when it was not. This suggests that disruption due to irrelevant background speech may occur in the aviation environment and that communication procedures need to be improved in order to minimise this disruption.

**Drug laws: Knowledge and attitudes of university students**

K. WHITE, Swansea University.

One-hundred-and-thirty-seven students completed a questionnaire on knowledge about, and attitudes towards, drug laws. Students were much less sure about the legal class of cannabis and LSD than other drugs. The vast majority underestimated the sentences for possession and supply of all drugs. Forty-seven per cent and 42 per cent thought that cannabis should be legalised or decriminalised, respectively. The majority thought that heroin (93 per cent), cocaine (77 per cent), ecstasy (72 per cent) and amphetamine (62 per cent) should be illegal. However, nearly half thought that the penalty for possession of heroin, cocaine or ecstasy should be a fine. If all drugs were legal, between 87 to 99 per cent would not try these latter drugs or amphetamine.

**Enhanced olfactory memory in obsessive-compulsive disorder: Evidence from non-clinical and clinical populations**

M. WILKINSON-TOUGH, Cardiff University.

Previous research indicates that a variety of memory deficits may occur in obsessive-compulsive disorder (OCD). The current study investigated olfactory memory in OCD. Experiment 1 assessed olfactory memory in undergraduates with differing scores on Factor 2 (contamination) of the Padua Inventory. Participants reporting high levels of obsessive-compulsive behaviours performed significantly better on the olfactory memory task than participants with low scores on the Padua Inventory. This was extended in Experiment 2, a case study in which a participant with diagnosed OCD showed enhanced memory accuracy relative to high scoring participants in Experiment 1. Results suggest certain memory advantages may occur in OCD, and are tentatively interpreted in terms of a link between enhanced olfactory memory and symptomology reflecting contamination concerns.

**Stress: The effects on health in males and females**

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Background: Baum and Grunbeg (1991) maintain stress is linked to differences in health and illness among different groups of people, and, in particular, provides a vast collection of points of interaction with gender. Differences in stress appraisal, coping, or in one of many different forms of response or adaptation singly or together predispose men and women to different health problems. Repetti (1993) found more health complaints were reported on days of distressing social interactions and on days when working conditions were appraised as more difficult.

Aims: To examine the effects of stress and health, specifically if it causes ill-health, and whether there is a difference in the relationships of stress and ill-health in males and females.

Results: Not yet recorded.

**Daily hassles in parents of autistic and non-autistic children**

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In the past decade researchers have been very interested in looking at the impact of having a child with developmental disability on a family (DeMeyer, 1979). This cross-cultural study is looking at the daily hassles suffered by parents of autistic children compared to parents of non-autistic children. Furthermore this study follows previous research into whether parents with autistic children had more hassles than those with autistic adolescents. Participants came from Spain and the UK. Ten parents of autistic children and ten parents of non-autistic children took part in each of the country. Results indicate that parents of autistic children do not suffer more daily hassles. There was no significant difference in hassles suffered by parents of autistic children whether they lived in Spain or in the UK which is consistent with Koegel et al. (1997) study. Finally no significant difference was found in the daily hassles suffered parents whether they had a child or an adolescent suffering from the autistic spectrum.