



MELBOURNE | 12–13 JUNE 2015

## APS Educational and Developmental Psychology Conference

*Educational & Developmental Psychologists: Supporting  
people throughout the ages and stages of life*

The Spot – University of Melbourne, Parkville

## Conference Handbook

# Welcome

## 2015 APS CEDP Conference Program

### EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGISTS: SUPPORTING PEOPLE THROUGHOUT THE AGES AND STAGES OF LIFE

<b>Friday June 12<sup>th</sup> 2015</b>		
<b>8.30am</b>	<b>Registration</b>	<b>Foyer</b>
<b>9.00am</b>	<b>Welcome Address: Dr John Roodenburg Chair APS CEDP</b>	<b>Copland Theatre</b>
	<b>Keynote Address: Dr Kate Jacobs, Monash University Advances in Cognitive Assessment: Cattell-Horn-Caroll Theory and Cross Battery Assessment</b>	<b>Copland Theatre</b>
<b>10.00am</b>	<b>Research Papers Showcasing Educational &amp; Developmental Psychology research papers from the four training Universities Program 1</b>	<b>Copland Theatre</b>
	<b>Program 2</b>	<b>The Spot -1022 (Level 1 Theatre)</b>
<b>11.00</b>	<b>MORNING TEA</b>	<b>The Spot – Lower Level Foyer</b>
<b>11.30</b>	<b>Keynote Address: Professor Andrew Martin, University of New South Wales Optimising student motivation, engagement, and academic resilience.</b>	<b>Copland Theatre</b>
<b>12.30pm</b>	<b>LUNCH</b>	<b>The Spot – Lower Level Foyer</b>
	<b>1.10pm ACER Book launch Erica Frydenberg</b>	<b>The Spot – Ground Floor Foyer</b>
<b>1.30pm</b>	<b>Keynote Address: A/Prof Erica Frydenberg Coping: Meeting the challenge of resilience across the life span</b>	<b>Copland Theatre</b>
<b>2.15pm</b>	<b>Network groups: Professional practice issues</b>	<b>The Spot – Rooms 2013- 2020, 2031 &amp; 2032</b>
<b>3.00pm</b>	<b>AFTERNOON TEA</b>	<b>The Spot – Lower Level Foyer</b>
<b>3.30pm</b>	<b>Keynote Address: Dr Richard Burns, ANU Flourishing across the lifespan: Implications of wellbeing theory for late-life development</b>	<b>Copland Theatre</b>
<b>4.30pm</b>	<b>Conference Plenary: Ms Lizette Campbell APS CEDP Conference Chair, Chair NSW CEDP Section</b>	<b>Copland Theatre</b>

# Research Papers

## SHOWCASING OUR EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY TRAINING AND RESEARCH PROGRAMS

### Program 1: 10.00-11.00am Copland Theatre

#### Australian Catholic University

Daniel Quin, S. Hempill & J. Heerde.

*The role of the teacher in student wellbeing, engagement and disengagement: A study of Victorian secondary school students.*

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#### Monash University

Shane Costello & J. Roodenburg.

*The role of education in acquiescence response bias.*

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#### Queensland University of Technology

Kaitlin Hinchliffe & M. Campbell.

*Tipping Points: Teachers' Reported Reasons for Referring Primary School Children for Excessive Anxiety.*

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#### University of Melbourne

Kimberley Brindle, T. Bowles, L. Freeman, & V. McKenzie.

*What They Say They Did When They Shouldn't Have: A Retrospective on Risk-taking and Antisocial Behaviour.*

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### Program 2: 10.00-11.00am Level 1 Theatre 1022

#### University of Melbourne

Mary-Beth Beirne, V. McKenzie, E. Westrupp.

*Mental health and parenting children with a disability: the mediating role of self-efficacy.*

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#### Queensland University of Technology

Melissa Allison & M. Campbell.

*Mothers' Perceptions of the Quality of Childhood Sibling Relationships Affected by Disability.*

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#### Monash University

Susan (Jane) Bretherton, L. McLean & A. Andersen.

*The effects of help-seeking attitudes, help-seeking intentions and coping competence on older adults' use of mental health services.*

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#### Australian Catholic University

Roxanne White, G. Terrett and P. Rendell.

*Remembering to remember: Development of prospective memory in middle childhood.*

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## Research Papers - Abstracts

### 1. Melissa Allison & Marilyn Campbell, Queensland University of Technology

#### *Mothers' Perceptions of the Quality of Childhood Sibling Relationships Affected by Disability*

The quality of the sibling relationship has an important role in the development of psychosocial skills throughout childhood, and acts as either a protective mechanism or risk factor for psychopathology. While the literature suggests that the significance of sibling relationships is heightened when one sibling has a disability, empirical findings about the quality of these relationships are few and inconsistent. The present study aimed to address this gap, by investigating mothers' perspectives about the impact of disability on the quality of the childhood sibling relationship. Forty-one mothers with a child with disability, and 48 with no children with disability completed an online questionnaire that assessed the amount of perceived warmth/closeness and conflict in their children's sibling relationship. It was found that while there were no differences in reported conflict between the two groups, mothers with a child with disability reported significantly lower warmth/closeness in their children's sibling relationship than mothers without a child with disability. Demographic variables such as number of children, gender grouping, target gender, target age and age order did not moderate this result. Mothers overall reported significantly more warmth/closeness for younger rather than older children, and more conflict when the sibling was younger than the target child as opposed to older than them. Clinical implications for intervention are discussed.

### 2. Mary-Beth Beirne & V. McKenzie, University of Melbourne

#### *Mental health and parenting children with a disability: the mediating role of self-efficacy*

Relatively little research has focussed on parenting characteristics in parents of children with a disability. In studies using samples of parents in conditions of socio-economic disadvantage or with clinical depression, self-efficacy has been shown to mediate the relationship between parents' stress and their parenting quality. This study extends this finding to 312 parents of children with diverse disabilities, of all ages, around Australia. A serial multiple mediation model is proposed whereby the relationship is shown between psychological distress and parenting warmth, irritability and discipline consistency via parenting stress and self-efficacy. The results support this model over potential alternatives. These findings, although preliminary, indicate the importance of building the parenting self-efficacy of parents of children with a disability. Future studies should focus on evaluation interventions targeting parenting self-efficacy and their effects on parenting.

### 3. S. Jane Bretherton, Louise A. McLean & Angelika Andersen, Monash University

#### *The effects of help-seeking attitudes, help-seeking intentions and coping competence on older adults' use of mental health services*

**Aim:** To investigate factors that influence mental health service use in a sample of older adults.

**Background:** Accumulating evidence suggests older adults have positive help-seeking attitudes toward using mental health services yet research indicates these services are consistently underused by those aged 65 years and above. Many reasons have been proposed to explain the discrepancy between need for help and mental health service use, including older adults not perceiving a need for help despite meeting diagnostic criteria for a mental disorder. Help-seeking attitudes have been shown to be related to mental health service use, however, research is limited in populations of older people and it is unclear how help-seeking attitudes influence service use. The current study examined the relationship between help-seeking attitudes (psychological openness, help-seeking propensity and indifference to stigma) and mental health service use in a population of older adults who had previously sought help. Additionally, the study aimed to identify whether intention to seek help from a mental health professional and coping competence explained, or mediated, the relationship between help-seeking attitudes and older adults' use of mental health services.

**Method:** The sample included 95 older adults aged between 60 and 90 years ( $M = 71.93$  years,  $SD = 7.04$  years) who had previously accessed mental health services. They were recruited from community, retirement village and aged care facility settings primarily in Melbourne, Victoria. Participants completed the following self-report measures: the Geriatric Depression Scale, Geriatric Anxiety Inventory, the Inventory of Attitudes Toward Seeking Mental Health Services, a measure of intention to seek help from a mental health professional, the Coping Competence Questionnaire and prior mental health service use.







# 2015 APS CEDP Workshop Program

**Saturday June 13<sup>th</sup> 2015**

**Venue: 4<sup>th</sup> floor, 234 Queensbury St, Carlton (University of Melbourne)**

**8.45 Registration**

**9.00 Workshops:**

**WORKSHOP 1. ANDREW MARTIN, University of New South Wales**

**Q416**

**Enhancing the Academic Motivation and Engagement of Academically At-risk Students: Strategies for Students with ADHD and Related Challenges Relevant to Academic Achievement**

Following from Dr Martin's Keynote, this workshop focuses more specifically on students at risk of academic failure and underachievement (with some emphasis on students with ADHD and related challenges relevant to academic achievement). Motivation and engagement issues particular to this group are identified, along with evidence-based strategies to enhance their connection to school and assist them to realise their personal potential.

**WORKSHOP 2. KATE JACOBS & DIANNE WATT, Monash University**

**Q417**

**Developments in cognitive theory and assessment: Cattell-Horn-Carroll theory and cross-battery assessment**

This half-day workshop details and demonstrates recent advances in the field of cognitive assessment afforded by Cattell-Horn-Carroll (CHC) theory based methods of cross-battery assessment (XBA). In addition to gaining an understanding of the multiple CHC abilities important for literacy and numeracy acquisition, attendees will be able to classify major intelligence batteries according to the CHC abilities they measure. CHC theory provides a greatly expanded understanding of the individual differences of cognitive functioning. This expansion in understanding identified a significant theory-to-practice gap in cognitive assessment. To address this, the cross-battery assessment approach was developed which provides researchers and practitioners with a series of psychometrically defensible guidelines that enables the valid and reliable integration of results from different test batteries.

**WORKSHOP 3. DR WENDY MCKENZIE, Monash University**

**Q419**

**Positive Ageing: Strategies to promote the mental health and well-being of older adults**

This workshop will explore ways in which frameworks such as healthy ageing, successful ageing, active ageing, and positive ageing are used to develop strategies to promote the mental health and well-being of older adults. Discussion will include reflection on and shared examples of psychological practice with older adults.

**10.30-11.00 Morning Tea**

**1.00 pm Close**



**Educational and Developmental Psychologists  
have expertise in:**



**Follow College matters:**



APS-College-Educational-Developmental-Psychologists Group



The College Forum



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