



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

APS College of Educational and Developmental Psychologists

Welcome

2015 APS CEDP Conference Program

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

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

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.

Monash University

Shane Costello & J. Roodenburg.

The role of education in acquiescence response bias.

Queensland University of Technology

Kaitlin Hinchliffe & M. Campbell.

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

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.

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.

Queensland University of Technology

Melissa Allison & M. Campbell.

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

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.

Australian Catholic University

Roxanne White, G. Terrett and P. Rendell.

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



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.



Results: Logistic analyses indicated that two of the three help-seeking attitudes subscales (psychological openness and help-seeking propensity) were significantly positively related to mental health service use. In both models the relationship was serially mediated by help-seeking intentions and coping competence. **Conclusion**: The study findings indicate that the relationship between attitudes to seeking help and mental health service use maybe explained in part by help-seeking intentions and coping competence. In particular, older people who are open to the idea that they may have psychological problems and are willing to seek help are also more likely to have increased intentions to see a mental health professional and to perceive themselves as low in coping competence. These findings may prove useful to health professionals working with older adults as they highlight the importance of attitudes, intentions and coping in facilitating the use of mental health services when the need is present.

4. Kimberley Brindle, T. Bowles, L. Freeman, V. McKenzie, University of Melbourne What They Say They Did When They Shouldn't Have: A Retrospective on Risk-taking and Antisocial Behaviour.

Antisocial behaviour is described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5; American Psychiatric Association, 2013) as behaviours which show a disregard or violation of social norms such as the law or the rights of others. Engagement in antisocial and risk-taking behaviours is both prevalent in the adolescent aged bracket and associated with a range of negative outcomes for the individual and on a societal level. For these reasons, it is important that research explores from a developmental perspective the point in which individuals tend to first engage in such behaviours as well as evidence-based assessment measures of this construct. The aim of this study was to explore the ages in which individuals first engage in antisocial and risk-taking behaviours (n = 393). Examining engagement in antisocial behaviour through a developmental lens will better equip practitioners for working with individuals at risk and are integral to the development of appropriate interventions. The results of the present study have highlighted some important trends in initial antisocial engagement across a broad range of behaviours. Furthermore, preliminary evidence was also found in support of the reliability, validity and factor structure of the RQRTAB. Limitations of the present study and implications for future research are also discussed.

5. Shane Costello & J. Roodenburg, Monash University *The role of education in acquiescence response bias*.

Acquiescence response bias is the tendency to agree to questionnaires irrespective of item content or direction. Acquiescence is problematic for both researchers and clinicians (Rammstedt & Farmer, 2013) and further research is needed to clarify factors relating to the potentially confounding influence of acquiescence. Building on previous research which investigated the interaction between acquiescence, age, and secondary education, the current study has considered the role of adult educational attainment and acquiescence. Using the Big Five Inventory (BFI), acquiescence scores were calculated for a sample of 672 Australian adults (age M = 41.38, SD = 12.61). There was a significant inverse relationship between the variance in acquiescence scores and formal education. The greatest difference was found between the lowest education groups (participants who had not completed secondary school or had completed TAFE education) and the highest education groups (participants with postgraduate and higher degree qualifications), with the variance of the lower groups more than twice as large as the higher groups. Implications for both researchers (instrument design/validation) and clinicians (identification/management) are explored.

6. Kaitlin Hinchliffe & Marilyn Campbell, Queensland University of Technology Tipping Points: Teachers' Reported Reasons for Referring Primary School Children for Excessive Anxiety.

The current study explored the reasons that primary school teachers reported were tipping points for them in deciding whether or not and when to refer a child to the school student support team for excessive anxiety. Twenty teachers in two Queensland primary schools were interviewed. Content analysis of interview transcripts revealed six themes reflecting teachers' perceived reasons for deciding to refer anxious children: 1) impact on learning; 2) atypical child behaviour; 3) repeated difficulties that do not improve over time; 4) poor response to strategies; 5) teachers' need for support; and 6) information from parents/carers. Teachers considered different combinations of reasons, and had many different tipping points for making a referral.



Both teacher- and system-level influences impacted referral decisions. Implications and future research are discussed.

7. Daniel Quin, S. Hempill & J. Heerde, Australian Catholic University The role of the teacher in student wellbeing, engagement and disengagement: A study of Victorian secondary school students.

The benefits of enhanced student engagement range from improved wellbeing (Bond et al., 2007) and academic attainment (Zimmer-Gembeck, Chipuer, Hanisch, Creed, & McGregor, 2006) to enhanced vocational opportunities (Abbott - Chapman et al., 2013). It is well established that family and individual factors exert a large influence on educational outcomes (Newcomb et al., 2002). Perhaps because of this, understanding how schools can overcome family and individual educational disadvantage via the promotion of student engagement is an increasing research focus (Finn & Zimmer, 2012). The current study sought to establish what unique contribution the teacher's role made to student engagement. Drawing on Self-determination theory (Ryan & Deci, 2000) it was expected that after controlling for family and individual factors that the teacher's support of each of autonomy, competence and involvement would be associated with student engagement. Furthermore it was predicted that the association between teacher support and engagement would be mediated by student wellbeing. Eighty-eight Year 7 students from three low socioeconomic schools in the state of Victoria completed a short online survey. The survey sought the students' subjective experiences of school and home life and their own wellbeing. After controlling for academic grades, parent support of education, gender, and age teacher support could be seen to make a significant contribution to student engagement. This relationship was influenced by student wellbeing. Within Australia a limited number of studies have demonstrated the unique contribution of the teacher in influencing student engagement. This study provides further support and guidance for teachers seeking to enhance student engagement. Additionally, the mediation model suggests that the relationship between teacher support and student engagement may be influenced by a reduction in student wellbeing.

8. Roxanne White, Gill Terrett and Peter Rendell, Australian Catholic University Remembering to remember: Development of prospective memory in middle childhood

There is limited research examining future-orientated functioning, particularly in middle childhood. This is surprising when much of what we do in daily life is focused on future outcomes. The current study focused on future-oriented cognitive processes in this developmental stage, namely prospective memory (remembering to perform an intended action in the future). The study investigated the developmental trajectory of prospective memory in middle childhood as well as the extent to which it is predicted by age, retrospective memory, episodic future thinking and executive functioning. In addition, given this futureorientated cognition has been suggested to play an important role in children's daily functioning, the current study explored the relationship between prospective memory and children's functional independence. Participants were 42 children aged 8 years 1 month to 12 years 11 months (M = 121.93 months, SD = 15.75), who completed measures of prospective memory (Virtual Week), general cognitive ability, episodic future thinking (Autobiographical Interview), and executive functioning. A significant improvement in prospective memory performance was identified across middle childhood. In terms of contributors to prospective memory, results of regression analyses identified different predictors depending on the nature of the prospective memory task, with children's memory of the content (retrospective memory component of prospective memory) being a particularly important influence on irregular, but not regular prospective memory tasks. Evidence was also found for an association between prospective memory ability and functional independence. Overall the findings of the current study make an important contribution to the developmental literature on children's future orientated functioning in relation to prospective memory. The findings provide insight into the cognitive processes underpinning prospective memory in this age band and highlight the important role played by prospective memory in children's successful functioning in their daily lives.



2015 APS CEDP Workshop Program

Saturday June 13th 2015

Venue: 4th 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:



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