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List of Abstracts

1) Adolescent Beliefs about Antisocial Behavior: Mediators and Moderators of Links with Parental Monitoring and Attachment

Andrew Dane, Richard Kennedy, Mary Spring, Anthony Volk and Zopito Marini

The current study examined whether parental monitoring and attachment were related to adolescent beliefs about antisocial acts, with temperament, gender, and age considered as potential moderators. A total of 7135 adolescents, ages 14-18 years, completed self-report measures of antisocial beliefs, parental monitoring, attachment security, and temperament. Results indicate that both attachment security and parental monitoring are associated with adolescent beliefs about antisocial behaviour. It also appears that the two aspects of parenting are complementary, in that a secure attachment relationship is associated with greater parental monitoring knowledge, which in turn is linked with a lower tolerance for antisocial behaviour. However, the relations between these aspects of parenting and beliefs about antisocial acts depended on the young people's characteristics, with some results varying by age, gender and temperament. Implications for future research and parent-focused interventions to prevent antisocial beliefs and behaviour are discussed.

2) Development and Validation of the Social Emotional Competence Questionnaire (SECQ)

Mingming Zhou and Jessie Ee

Reliable and valid measures of children's and adolescents' social emotional competence (SEC) are necessary to develop in order to assess their social emotional development and provide appropriate intervention in child and adolescent development. A pool of 25 items was created for the Social Emotional Competence Questionnaire (SECQ) that represented five dimensions of SEC: self-awareness, social awareness, self-management, relationship management and responsible decision-making. A series of four studies are reported relating to the development and validation of the measure. Confirmatory factor analyses of the responses of 444 fourth-graders showed an acceptable fit of the model. The model was replicated with another 356 secondary school students. Additional studies revealed good internal consistency. The significant correlations among the five SEC components and academic performance provided evidence for the predictive validity of the instrument. With multiple samples, these results showed that the scale holds promise as a reliable, valid measure of SEC.

3) **Relating emotional intelligence to academic achievement among university students in Barbados**

Grace A. Fayombo

This study investigated the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of Barchard (2001)'s Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement while positive expressivity, negative expressivity and empathic concern were other significant predictors. Emotion-based decision-making, responsive joy and responsive distress did not make any significant relative contribution to academic achievement, indicating that academic achievement is only partially predicted by emotional intelligence. These results were discussed in the context of the influence of emotional intelligence on university students' academic achievement.

4) **Children with social and emotional difficulties need support from a range of professionals: Preparing professions for integrated working**

Lesley A Hughes

Inclusive education for all children means that teachers are increasingly faced with challenges in managing children with social, emotional and behavioural difficulties (SEBD) whose complex needs span a number of professional disciplines, some of which sit outside of education. However, whilst it is recognised that children with SEBD require management and support across a range of professions that include education, health, social and youth services, there is little done to prepare teaching staff for working across professional and organisational boundaries. The evidence of poor communication and team working amongst professions has led to policy changes and guidelines calling for greater coordination in the delivery of services for children and young people. This paper considers how education and training needs to prepare students with the knowledge and skills for collaborative working through interprofessional education (IPE), and draws on adult learning theory and activity theory to frame its direction. In doing so, it demonstrates a model for IPE that can be used to engage students from different disciplines to gain insight into the understanding of the wider issues of SEBD and the roles and responsibilities of the other professions involved. The model is one that enables students to consider the impact the role of others has on their own role, and to reflect on how their role impacts on the role of others.