Psychometric properties of the strengths and difficulties questionnaire in a sample of Turkish children

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Strengths and Difficulties Questionnaire (SDQ) is a frequently used, brief questionnaire designed to evaluate the emotional and behavioral problems of children. The aim of this study was to evaluate the psychometric properties of the parent and teacher forms of the SDQ in a Turkish sample. According to the factor analysis, the Turkish version of the SDQ contains four factors, instead of five as in the original questionnaire. In general, the Turkish version of the SDQ showed reliable and valid results to evaluate the emotional and behavioral problems of children. Results will be discussed from a cultural perspective.

Cognitive behavioral intervention for childhood social phobia in a scholar setting

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In recent years the interest about the inclusion of social phobic children's parents in therapy has increased. Objective: To evaluate a 8 week CBGT program for the treatment of anxiety and the additional value of a 4 session cognitive behavioral parent training program. Method: Twenty one children were assigned to a CBT condition. Ten parents were randomly assigned to a CB parent training program. Diagnostic interviews were conducted with parents and children separately before and after treatment and a 3 months follow-up Results: Children who received treatment as well as their parents showed more gains compared with the rest of the children. The gains were maintained at post-treatment and 3 months follow-up.

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Bullying victimization in childhood and psychosis-like symptoms in a non-clinical population at 12 years of age: Results from the ALSPAC birth cohort study

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Objectives: The aim of the present study is to examine whether bullying victimization in childhood predicts the presence of psychosis-like symptoms (PLIKs) in early adolescence. Methods: Analyses are based on 6437 participants of the longitudinal ALSPAC birth cohort in Bristol, UK. PLIKs were assessed at age 12 and bullying at 8 and 10. Results: Bully victims had an elevated risk of PLIKs in early adolescence. Methods: Forty-three pairs of parents with PDD child recruited from the Center for the Treatment of Autistic Disorders - Tehran. They were asked to fill in the Bar-On Emotional Quotient Inventory (1997), individually. A similar procedure was implemented on a sex, age and education matched control group. Results: PDD parents scored less than controls on general EQ and three components: interpersonal, adjustability and global mood. Conclusion: The results provide some evidence in favor of sub-threshold autistic like behaviors in parents of children with PDD.

Parent-personality, parental attitudes, child-temperament and parent-child interactions as aetiological factors in the development of child psychopathology

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Research-question: How strong is the development of child-psychopathology determined by parent-personality, child-temperament, parental attitudes and specific types of parent-child interactions? Method: 241 parents with a child of 1.5-6 years completed questionnaires on parent-personality (SCL-90-R, MMPI-2, EPI), parental attitudes (DysPAS), child-temperament (ECBQ/CBQ) and child-pathology (CBCL). 86 parents additionally sent protocols of parent-child interactions for 21 consecutive days (categorized into specific interaction-types). Correlations and structural equation models show that mostly mothers personality (18 subscales), child-temperament (14 subscales), par- ental attitudes, conflict management and interaction time with the child are significantly correlated with child-psychopathology.

A cross-cultural study of scientific creativity in adolescents

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This study explored performances on 5 types of scientific creativity task in 154 senior school high school students aged from 13 to 20 from China, Japan and England. Chinese students got the highest scores on problem posing, problem solving and scientific imagination, the lowest on product design and product improvement. Compared to figural task, Chinese students did better in reacting to verbal task, England and Japanese students performed reversely. In Chinese sample, the scores on fluency and flexibility are higher than that of originality, but in Japanese sample, the highest score was got on the dimension of originality.

Culture, illusory negative concerns, and social support seeking

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Cultural research aims to investigate that negative concerns in social support seeking are just illusions and exam its cultural difference. Study 1 found that the negative concerns in support seeking were indeed illusions that only shared by support seekers but not by the support providers. Moreover, Chinese were more illusory than Americans. In study 2, we reduced these illusions by role-image method and found that participants who imagined being asked for help showed more intentions for support seeking. Again, Chinese changed more for support seeking than Americans. Discussion centers on the theoretical and practical implications of the results.

The autonomous-related self among migrant and non-migrant students in Germany and Turkey

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Individualism is assumed to entail both separate- ness and autonomy, while collectivism often implies relatedness and lack of autonomy. These construals are problematic because they confound two underlying dimensions of ‘interpersonal distance’ and ‘agency’. There is empirical evidence for the distinctness of these dimensions and the coexistence of relatedness and autonomy. The autonomy-related scale developed by Kağıtçıbası, allows measuring the co-existence of autonomy and relatedness. It was applied to German and Turkish-German students in Germany and to Turkish students in Turkey in order to assess the ‘autonomous-related self’ in these groups.

The importance of self-regulation procedures in writing strategies trainings

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In two curriculum-integrated training studies, 4th grade students who were taught genre-specific strategies for planning and writing, performed better in conjunction with self-regulation procedures (N = 101) were contrasted with students who were taught the same writing strategies but received no instruc-