



THE 19TH INTERNATIONAL SYMPOSIUM IN PSYCHOLOGY AT UNK & VDU
ABSTRACTS

HOW DO INTELLIGENCE, MEMORY AND MOTIVATION RELATE WITH GYMNASIUM STUDENTS' ACADEMIC PERFORMANCE?

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This presentation is based on research which aim was to assess importance of intelligence, short-term memory and academic motivation on Lithuanian students' school achievements. 439 students (292 girls and 147 boys, 16 years old) participated in intelligence testing (*Intelligence Structure Test*, Amthauer et. al., 2007) seeking to assess their fluid and crystallized intelligence as well as short-term memory. Also, participants filled *Academic motivation scale* (Vallerand ir kt., 1989). After factor analysis four types of motivation (intrinsic motivation toward accomplishment, intrinsic motivation for stimulation, extrinsic motivation and amotivation) were separated. The sum of different scholastic achievement was considered as the criterion of school performance. Results showed that school achievements increase as fluid and crystallized intelligence, short-term memory grows and amotivation is decreases. These factors explain 41.4% of school achievements' dispersion.

ASSESSING IMPACT OF AN EVIDENCE-BASED UNIVSERAL SEL CURRICULUM

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Social-emotional learning (SEL) in the classroom has been reported to improve mental health and well-being of students (Merrell, 2008). SEL incorporates a broad range of strategies and techniques to enhance resilience, improve social-emotional and life skills, and prevent negative life outcomes through effective classroom instruction. The SEL curriculum used is Strong Kids for middle school students (Merrell, 2008). It teaches social and emotional skills, promotes resilience, strengthens assets, and increases coping skills of children and adolescents. The curriculum was implemented with 8th grade students in rural school setting in Nebraska. Through this presentation, participants will gain knowledge on the implementation of an evidence-based Tier 1 SEL curriculum. In addition, participants will know the impact of SEL program on students' social-emotional functioning.

GENDER RELATED DIFFERENCES IN SEXUAL HARASSMENT PERCEPTION AMONG LITHUANIAN STUDENTS

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Introduction. Sexual harassment has serious effects on person's dignity, physical as well as mental health and both men and women can become victims of sexual harassment. Although sexual harassment is one of the most common forms of sex-based discrimination and one out of three women experience sexual harassment, this issue is not sufficiently studied in Lithuania. According to the Equality Ombudsman's Office annual reports, sexual harassment statistics in Lithuania is significantly lower than shown in the other studies, and there is no information on men sexual harassment experience. Researchers indicate that these inconsistencies can be explained by differences in the perception of sexual harassment. According to scholars, gender of the victim, sexual harassment experience and form of sexual harassment are particularly important factors influencing the perception of sexual harassment of the participant. Usually it is thought that sexual harassment is experienced solely by women, which results in a better recognition of sexual harassment when the victim is female, rather than male, and better perception of sexual harassment in general among women. The purpose of this study was to investigate differences in the perception of sexual harassment between genders.

Methodology. 14 self-report vignettes were created based on K. Bursik (1992) vignettes and consultations with Office of the Equal Opportunities Ombudsperson to measure participants' perception of sexual harassment. Sexual Experiences Questionnaire (Fitzgerald et al., 1995) was used to measure participants' sexual harassment experience in the last 12 months. Balanced Inventory of Desirable Responding (Paulhus, 1991) was used to measure social desirability. 148 university and college students (107 females and 41 males) from Lithuania took part in this online survey. The mean age of participants was 22.45 (SD=3.377).

Results. The results have shown that there are significant gender differences in perception of sexual harassment. It was found that men evaluate *quid pro quo* situations significantly less severe than women, they also tend to evaluate situations where the victim is a female, as more severe than situations where the victim is male. Results showed that there were no significant gender differences in perception of verbal and nonverbal sexual harassment. However significant differences in sexual harassment perception were related to gender distribution in university or college. Men in more masculine study environment tend to evaluate sexual harassment as less severe than men in more feminine environment and in an environment where gender distribution is nearly equal. Results also showed that those participants who had more experience in gender harassment and overall sexual harassment evaluated *quid pro quo* situations significantly more severe than those who had less experience in harassment.

Conclusions and implications. Research showed that even though both men and women experience sexual harassment, however women tend to evaluate sexual harassment situations as more severe than men regardless of the victim's gender or type of sexual harassment. Gender distribution in the universities is also a significant indicator of differences in perception of sexual harassment. Even though results of this study are consistent with previous findings, it is important to address the need of further research on the subject of other factors relating to perception of sexual harassment in Lithuania.

EVALUATING SCHOOL'S CRISIS PREVENTION AND INTERVENTION PLANS

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Children today are exposed to a variety of crisis and traumatic events throughout the course of a school year. Those traumatic events can include situations involving anything from natural disasters and death to child neglect and abuse. Crisis and traumatic events are going to happen in schools, there is little that can be done to prevent all crisis situations, however schools having a set crisis plan can help to minimize the trauma. The National Association of School Psychologists has developed a curriculum to help schools develop and implement crisis prevention and intervention plans. The purpose of this study was to develop a matrix for schools to compare their current crisis prevention and intervention plans with NASP's PREPaRE model. Based on the information found in this study while most schools have crisis prevention and intervention plan, there are still elements each school is missing.

FACTUAL AND PERCEIVED KNOWLEDGE OF AUTISM SPECTRUM DISORDER (ASD) IN PRIMARY SCHOOL TEACHERS

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Introduction. A lot of primary school age autistic children in Lithuania might be underdiagnosed with the autism spectrum disorder (ASD) (Lesinskiene, 2000). Primary school teachers need to be knowledgeable about autism in order to recognize the symptoms and help the child in the required areas. Currently, teachers might be lacking factual knowledge of ASD (Haimour et al., 2013; Hendricks, 2011; Johnson et al., 2012). Understanding how teachers perceive their knowledge could also help analyze a possible existence of the "illusion of knowing" when perceived knowledge is higher than the factual one, and its effect on teachers' work with the autistic children (Park et al., 1988). The initial studies of these variables were conducted only a few years ago and showed a variety of contradictory results (Hansen, 2015; Hendricks, 2011; Johnson et al., 2012; Williams et al., 2011, as cited in Hansen, 2015). In Lithuania, such research including factual or perceived knowledge of ASD has not been conducted yet.

Methodology. The subjects of the study were 114 primary school teachers. The participants completed a survey online which consisted of a sociodemographic questionnaire and a Lithuanian version of ASK-ASD (A Survey of Knowledge of Autism Spectrum Disorder), originally developed by Laura Hansen in 2015 as a research instrument for measuring factual and perceived knowledge of ASD in different populations. Data was analyzed using a statistical analysis tool SPSS.

Results. The results showed that participants' factual knowledge of ASD was higher than average ($n = 114$, the mean 19.4 out of 27). Additionally, factual knowledge was significantly higher than the perceived knowledge ($n = 114$, $p < 0.001$). Perceived knowledge was significantly higher in the group of the teachers with autism work experience ($n = 52$), compared to the group of teachers with no such work experience ($n = 62$, $p = 0.003$). Factual knowledge was

significantly higher than perceived knowledge in both, the group of participants who had had experience working with the autistic children ($n = 52$, $p < 0.001$) and in the group of the teachers with no such experience ($n = 62$, $p < 0.001$).

Conclusions. Higher than the average scores of the factual knowledge showed that the participants of the study might be relatively knowledgeable about ASD. There was no “illusion of knowing” observed neither in the whole group of participants nor in the groups of different autism work experience. For the future research, the influence of significantly lower perceived knowledge compared to the factual could be investigated in order to analyze its possible effect on teachers’ application of their relatively high factual knowledge. Additionally, the results showed that a particular source of information about ASD such as work experience could be contributing to a difference in the perceived knowledge. Therefore, it is important to further investigate other sources of information on autism spectrum disorder and their effect on factual and perceived knowledge in order to find out which may be affecting the variables desirably.

EVALUATION OF SCHOLASTIC READ 180 ON HIGH SCHOOL STUDENTS FROM A MIDWESTERN HIGH SCHOOL

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One of the main areas of focus for increasing growth and closing the achievement gap has been in reading and reading comprehension. A report on college readiness in reading by ACT, Inc. (2006) showed that a lack of reading proficiency was a problem in high school as well as at the elementary and middle school levels. The purpose of this study was to evaluate the impact of Scholastic’s READ 180 on students’ reading skills. Archival data were obtained from high school students from a rural Midwestern school. Specifically, the data were gathered from students who participated in an intensive reading intervention program (i.e., READ 180). The students were primarily English Language Learners or those with special education eligibility who continued to fall behind in the reading skills compared to their grade level peers. The results of this study indicated a strong correlation from the Read 180 reading intervention program to MAP and STAR reading achievement scores.

SEEING AND TOUCHING FOR KNOWING: VISUAL AND HAPTIC PERCEPTION OF THE MULLER-LYER ILLUSION BY LITHUANIAN STUDENTS

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Every day we try to know the ambiguous world around us better. Quite often perceivers use stereotypes as cues to resolve perceptual ambiguity (Payne, Shimizu, Jacoby, 2005). “The illusory perception hypothesis argues that people misperceive the objects in what amounts to a perceptual illusion” (Payne, Shimizu, Jacoby, 2005, p. 36). Illusion is defined as a misinterpretation of sensory stimuli (Corsini, 2002).

Muller-Lyer figures are the most famous for causing geometrics illusions (Nomura, et al., 2010; Mancini, et al., 2011). “In Muller-Lyer illusion, two identical lines are perceived different in length because of the presence of fins with the particular orientation at the line ends: the line with outgoing fins is seen as expanded, whereas the line with ingoing fins as compressed” (Chieffi, 2016, p. 1452).

Both seeing and touching are important for knowing the world. Moreover, researchers suggest that the Muller-Lyer illusion may involve similar processes in both visual and haptic modalities (Gentaz, et al., 2004). Therefore, the aim of this study is to identify the relationships between visual and haptic perception of the Muller-Lyer illusion by Lithuanian students.

The participants were 40 students of Vytautas Magnus University (Psychology and Informatics departments). On the basis of self-reports, 45 percent of participants had visual disorders. They gave their informed consent at the beginning of the study.

The experiment had two phases: Coglab computer program for visual stimuli and raised figures for haptic stimuli were used in the study. 15 different lengths were given as haptic and visual stimuli for participants (225 trials in Coglab and 75 trials for raised figures). In the haptic condition a blindfolded student was asked to trace the raised stimuli with index finger. For the Muller-Lyer experiment (both visual and haptic) the proportion of reports where the line without fins seemed bigger than the line with outgoing fins was calculated.

The results confirmed the occurrence of the classical Muller-Lyer illusion in both modalities. The correlation between visual and haptic perception of Muller-Lyer illusion in the same participants was 0,472 ($p < 0.01$). Besides, the illusion was significantly smaller in the haptic ($M = 103.75$) than in the visual task ($M = 109.51$).

This study replicated research of Muller-Lyer illusion and the results are in line with Millar and Al-Attar’s hypothesis (2002) and Gentaz et al. (2004) research about the existence of a common process underlying the Muller-Lyer illusion in both visual and haptic modalities. However, future research should pay additional attention to the evidence based explanation what factors determine this common process.