FOREWORD

InScience Press is proud to publish this book entitled *Psychology Applications & Developments* as part of the Advances in Psychology and Psychological Trends series.

In this volume, a devoted set of authors explore the Psychology field, contributing to the frontiers of knowledge. Success depends on the participation of those who wish to find creative solutions and believe their potential to change the world, altogether to increase public engagement and cooperation from communities. Therefore, serving society with these initiatives and promoting knowledge, as part of our mission, requires the reinforcement of research efforts, education and science and cooperation between the most diversification of studies and backgrounds.

These series of books comprise authors and editors work to address generalized research, albeit focused in specific sections, in the Psychology area. Contents show us how to navigate in the most broadening issues in contemporary education and research, in the broad Psychology field.

In particular, this book explores five major divisions within general Psychology, divided into five sections: Clinical Psychology, Cognitive and Experimental Psychology, Educational Psychology, Social Psychology, and Legal Psychology. Each section comprises chapters that have emerged from extended and peer reviewed selected papers originally published in the proceedings of the International Psychological Applications Conference and Trends (InPACT) conference series (http://www.inpact-psychologyconference.org/). This conference occurs annually with successful outcomes. Original papers have been selected and invited to be extended significantly, then reviewed, and authors of the accepted chapters requested to make corrections and improve final submitted chapters. This process has resulted in the final publication of 36 high quality chapters organized into 5 sections. The following sections' and chapters' objectives provide information on the book contents.

Section 1, entitled "Clinical Psychology", provides reviews and studies within various fields concerning relationship processes in clinical practice. Each chapter is diversified, mainly addressing thematics in mental health patients, their well-being and quality of life. It explores also motivations and cognitions, issues with somatics and alcohol intake.

Chapter 1: *Chronic pain patients and quality of life instruments – A systematic review*; by Liliane Mendonça, Luís Azevedo, and José Castro-Lopes. Chronic pain is an overwhelmingly complex sensory and emotional experience that has a negative impact in health related quality of life (HRQoL). A meta-analysis was performed to quantitatively estimate HRQoL in chronic pain patients, based on SF-36 results. PubMed, PsycARTICLES, PsycINFO and EMBASE were searched. Included studies should report HRQoL, using general HRQoL questionnaires, in adults with non-cancer chronic pain followed in pain management units. Studies methodological quality was evaluated using the QATSDD scale. The inverse variance method was employed to calculate pooled means and 95% CI for each dimension and subgroup analysis was performed.

Chapter 2: *Alcohol outcome expectancies and consequences: Do people think themselves into and out of consequences?*; by Arthur W. Blume and Amanda K. Blume. Alcohol consequences were originally assumed to be only a function of the amount of alcohol consumed. However, the balanced placebo design drinking studies of Marlatt and colleagues demonstrated placebo effects when no alcohol had been consumed. Beliefs about expected outcomes associated with consuming alcohol have been referred to as "alcohol outcome expectancies". Blume and colleagues later expanded upon the foundational work when they found that negative

consequences were significantly and independently associated with outcome expectancies after controlling for alcohol consumption in a cross-sectional study, leading the authors to hypothesize that some negative consequences may be a function of alcohol outcome expectancies and independent of the amount of alcohol consumed. The current study replicated and extended those findings longitudinally, demonstrating that outcome expectancies significantly predicted alcohol related consequences three months later, after controlling for consumption or number of binge drinking events, as well as age and gender. Interventions on positive expectancies may reduce the harmful consequences of drinking among university students who may be ambivalent about reducing the amount of alcohol they consume.

Chapter 3: *The relationship of self-regulatory processes, motivational conditions, and temporal frameworks with psychological well-being*; by Peter Horvath. Recent reviews have pointed out that understanding long-term issues of well-being requires other theories besides the prevailing cognitive-behavioral ones. This chapter reviews the relationship of well-being to compatibilities among self-regulatory processes, motivational conditions, and temporal frameworks. When pursuing long-term goals, experiential self-regulatory processes, such as autonomy and enjoyment, are associated with well-being. When pursuing short-term goals, cognitive-behavioral self-regulatory processes, such as goal progress and self-reinforcement, are associated with well-being. The review provides new insights regarding the roles of motivational conditions and temporal frameworks in the management of adaptive and maladaptive behaviors and offers suggestions for effective interventions for long-term well-being.

Chapter 4: *Post-traumatic growth, coping, and social support among disaster survivors in the province of Yogyakarta, Indonesia*; by Zarina Akbar. Natural disaster cause many casualties, physical damage, and loss of properties. The event has a potential to cause traumatic experiences. Traditionally research has examined the negative or pathological effects that trauma may have on individuals, as well as variables that are proposed to influence post-trauma outcomes. In recent years, empirical post-trauma research has broadened its scope to investigate positive changes that may also occur following the experience of traumatic events. This study examines coping and social support variables in relation to levels of post-traumatic growth among disaster survivors. Data were collected several years after disasters in 2013. Implications for this research offer further highlight the needs for addressing approach coping and social support, which are more important than the nature of traumatic event in rehabilitation programme for disaster survivors.

Chapter 5: *Relationships with parents and peers, attitudes towards school, and preferred spare-time activities in young adolescents reporting self-harm*; by Iva Burešová and Helena Klimusová. The study is a continuation of a large-scale survey addressing the issue of self-harm prevalence among adolescents in a broader context. The main objective was to examine the connections between the occurrence of self-harming behaviour in young adolescents and the quality of their relationships with parents and peers, attitudes to school, academic aspirations, and preferred spare-time activities. Significant associations between self-harming behavior in young adolescents and the quality of their relationships with parents and peers, attitudes to school, and preferred spare-time activities were found; these findings may prove important in targeting of the intervention programs.

Chapter 6: *Theater as instrument to promote inclusion of mental health patients: An innovative experience in a local community*; by Nicolina Bosco, Fausto Petrini, Susanna Giaccherini, and Patrizia Meringolo. People with mental illness often face with stigma in local communities. Spreading knowledge about this matter may positively influence social attitudes reducing prejudice and discrimination, while empowering activities may promote social inclusion. Theater is one of the proposed instruments to encourage socialization and build networks between the Public Mental Health Service (PMHS) and the local community. It appeared a useful strategy to encourage the expression of emotions and to improve a better inclusion of

patients with mental disorders. This study explored with qualitative methods the perceptions of the stakeholders (professionals, actors-mental patients, their relatives, other actors) involved by local PMHS in the organization of a performance. Their participation in the play gave the opportunity to analyze the perceived changes in well-being and social inclusion ascribed to this experience. Results highlighted perceptions about the improvement of well-being and capabilities in the view of participants. This research supports the importance of such experience and show relevant issues for enhancing empowerment, promoting health, building social networks and improving social inclusion.

Chapter 7: *Gender, normative beliefs and alcohol consumption among university students*; by Monika Brutovská, Olga Orosová, and Ondrej Kalina. Studies exploring students' alcohol consumption (AC) show the need to provide gender specific feedback intervention based on the gender differences in AC. No study has clearly described gender differences in descriptive normative beliefs (DNB) or in the individual-normative differences (IND) of AC (the differences between AC and DNB). The aim of the study was to explore the relationships between DNB and AC among students, to describe the gender differences in AC, DNB, and IND. The research findings confirmed and added to further studies concerning AC and DNB. Further research should be focused on research with a longitudinal design among university students.

Chapter 8: *Quality of life and body image: A psychosocial program for cancer patients*; by Valentina E. Di Mattei, Letizia Carnelli, Elena Pagani Bagliacca, Giorgia Mangili, Fabio Madeddu, and Lucio Sarno. "Salute allo Specchio" ("A reflection of Health") is a psychosocial program for cancer patients, whose aim is to improve well-being and quality of life. The focus of the program is the creation of group sessions during which a team of fashion and aesthetic consultants illustrates techniques and strategies to manage the effects of the disease and its treatments (hair loss, pale and waxy skin tone). After "beauty treatments" patients are involved in groups led by the psychologists, as the program is considered a part of a wider psychological supportive care. "Salute allo Specchio" ("A reflection of Health") project is addressed to female patients with a cancer diagnosis who are undergoing cancer treatment (chemotherapy, radiotherapy) at one of the largest hospitals in the north of Italy. Based on previous literature, it is expected that the beauty treatments, in combination with psychological support and routine care, will have a positive impact on body image perception, increase self-esteem and reduce anxiety and depression, thus improving patients' general well-being.

Chapter 9: *Somatic markers in clinical practice*; by Caroline Goodell. This chapter discusses how to explore and deepen somatic awareness and apply this awareness in clinical practice. It examines the crucial relationship between somatic markers and emotional triggers. It also discusses the art of embodied self-awareness in the subjective emotional present, and explores the role of body signals, or somatic markers, in witnessing and working with patients with a range of disorders.

Chapter 10: *Social cognition in schizophrenia chronic outpatients*; by Juan Carlos Ruiz, Inma Fuentes, Carmen Dasí, María Rodríguez, Rosa Pérez, and María José Soler. Social cognition is one of the core impaired cognitive domains that characterize schizophrenia. At the same time it is one of the most relevant factors in the prediction of social functioning. However, although social cognition deficits are well established in the literature, most of the studies have focused on inpatients and less attention has been devoted to stable outpatients with many years since the illness onset. Social cognition includes four domains: emotion processing, Theory of Mind (ToM), social perception and social knowledge, and attributional bias. The goal was to compare a group of schizophrenic stable outpatients with a healthy control group in ToM, social knowledge and emotion processing (identification and discrimination of emotions). Moreover both groups were compared in social functioning using the "Social Functioning Scale".

Section 2, entitled "Cognitive and Experimental Psychology", delivers chapters concerning, as the title indicates, studies and research in the area of behavior from the point of cognitive aspects. Memory, decision making, functioning, and cognitive approaches are used to compile these works.

Chapter 11: *Developing a quantitative test of memory-related mild cognitive impairment in individuals*; by Thomas Yates and Mark Lansdale. The ability to quantify a developing memory related cognitive deficit in individuals is paramount. This becomes increasingly significant with modern society's growing aged population, who are at greater risk of developing memory deficit. In conditions such as Alzheimer's disease, early detection has significant implications for the quality and outcome of treatment. Quantification of deficit also has implications for a range of scenarios where its assessment is important in judging a patient's suitability for further treatment. Many of the current clinical tests for cognitive deficit are relatively insensitive, and struggle in individual measurements to differentiate between deficits in performance associated with learning impairment and those associated with increased rates of forgetting. The authors therefore argue that new tests are required that are better suited to this purpose. In this chapter it is reported authors' ongoing efforts to exploit a new theoretical advancement, to develop a new test (the Warhol Task) that has the potential to meet this requirement. More specifically they report what has been uncovered about the nature of learning and forgetting across life span, the noise inherent in the test, and the impact of error rates on parameter estimates. They also discuss the usability and the clinical potential of the test.

Chapter 12: *Comparison of children with reading comprehension difficulty and controls using neuropsychological tasks*; by Helena V. Corso, Tania Mara Sperb, and Jerusa F. de Salles. This study compared a group of children with reading comprehension difficulty and a group of competent readers using eight neuropsychological measures to find out which are related to performance in reading comprehension. A Quasi-experimental design was used. Instruments were the questionnaire about socioeconomic data, health and educational history, Conners Abbreviated Teacher Rating Scale, Raven matrices, word reading measures, reading comprehension measures (retelling and comprehension questions), and Child Brief Neuropsychological Assessment Battery tapping eight neuropsychological functions in 26 tasks. The impact of working memory and executive functions on reading comprehension suggests the importance of introducing these neuropsychological measures both in assessment and interventions with students who struggle with reading comprehension in the initial years of elementary education.

Chapter 13: *Decision making competencies and risk behaviour of university students*; by Jozef Bavolar. Risk behaviour is the result of various social, demographic, motivational and cognitive factors. Social and personality characteristics are the focus in risk behaviour research. The role of cognitive characteristics is relatively less known. The aim of the present research was to examine different types of adolescent health-risk behaviour using gender and decision-making competencies as possible predictors.

Chapter 14: *The global functioning evaluation: Kennedy Axis V compared with WHODAS 2.0*; by Fabio Madeddu, Laura Bonalume, Serena Dainese, and Ilaria Maria Antonietta Benzi. The study aims to compare psychometric properties and clinical utility of Kennedy Axis V (K Axis) and 12-items version of the World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0), a comparable version of the 36-items one included in DSM-5, comparing them with other significant instruments for the assessment of personality. Even if further investigation will be needed, such as the increase of the sample and the update of the WHODAS version, K Axis and WHODAS 2.0 has proven to be useful tools for the evaluation of global functioning; however, while WHODAS is more consistent from a psychometric point of view, K Axis presents a multidimensional view of the functioning of the patient.

Chapter 15: *Predicting behavior: The cognitive orientation approach*; by Shulamith Kreitler. The chapter deals with the relation of attitudes and beliefs to behavior, in particular their predictive power in regard to behavior. This issue is of importance in democratic societies, especially in view of the frequent failure to demonstrate relations between attitudes and behavior. Following the description of various attempts to bridge the gap of attitudes and behavior, the cognitive orientation (CO) theory is presented. This is a cognitive-motivational approach with theoretical assumptions and a methodology that enable predicting different kinds of behavior. The prediction is based on cognitive contents representing four types of beliefs (about oneself, reality, norms and goals) referring not directly to the behavior in question but to its underlying meanings, identified by means of a standard procedure. The themes in the CO questionnaire provide insights about the motivational roots of the behavior and thus contribute to the possibility of planning targeted interventions for it prevention and treatment.

Chapter 16: *Training interactive psycho-stimulator for the police*; by Magdalena Zubanska, Agnieszka Bonus-Dziego, and Anna K. Zubrzycka. In December 2012, the Police Academy in Szczytno started a research project entitled "Development of a training interactive psycho-stimulator for the Police". Its purpose is to develop and implement an innovative diagnostic and training system to evaluate and stimulate the cognitive competencies and psychomotor skills of police officers. Cognitive assessment of competence is essential to the operation of both police officers and other uniformed services (including officers of the Military Police). The diagnostic-training system implemented under the project will allow automated assessment of the current efficiency level of cognitive and psychomotor functions, and then it will be possible to offer various forms of exercise for these functions in the form of games that will be implemented on both desktop computers and mobile devices such as smart phones or tablets. The essential innovation is the introduction of ongoing research systems used to stimulate the cognitive competencies of police officers by designing exercises in the form of computer games and to enable the verification of the current mental condition of policemen before assigning tasks requiring special predisposition.

Section 3, entitled "Educational Psychology", offers a range of research about teachers and students, the learning process, as well as the behavior from a psycho-educational standpoint.

Chapter 17: *Parent and teacher agreement on emotional and behavioral problems in children with reading problems*; by Aikaterini Venianaki. The purpose of this study was to investigate parent and teacher agreement on emotional and behavioral problems of children with reading problems. This study was conducted in Milopotamos Province, in the municipality of Rethimnon, in Crete, where many behavioral problems in boys including school drop-out, violence and rule-breaking have been reported.

Chapter 18: *Cross-informant agreement and teacher nomination technique in the assessment of children behavior problems*; by Helena Klimusová, Iva Burešová, and Ivo Čermák. The aim of the authors study was to (1) examine the degree of agreement among children, parents and teachers on the scales and items of the Czech version of the Child Behavior Checklist, and (2) to assess a teacher nomination technique as a short and simple tool for the recognition of children with higher levels of self-reported problems. Four significant associations were found between the teacher's ratings in the nomination technique and the categorical ratings based on children self-reports (YSR). Results of both parts of the study are consistent with previous findings and emphasize the importance of utilizing multiple sources in the assessment of children behavior problems.

Chapter 19: *Effectiveness of Coping With Stress Program (CWSP) on anxiety levels: The case of secondary school students: Effects of CWSP on anxiety of students*; by Fatma Ebru Ikiz and Bedia Horoz. Children are in a different position to overcome anxiety and cope with stressors because they have less learning and experience about the ways of coping with stress. The study

aims to (a) develop a group guidance program on enhancing the skills of coping with stress (CWSP) and (b) evaluate its effects on the anxiety levels of 5th grade students. This program consisted of structuring the group process, understanding the concept of stress, its resources, physiological symptoms and emotions, relaxation training and training of transforming knowledge and skills to daily life.

Chapter 20: *Perfectionism and academic achievement in a sample of children from a regular school program context*; by Lauriane Drolet, Philippe Valois, Jacques Forget, and Pier-Olivier Caron. Perfectionism is a multidimensional construct conceptualized as an excessive need in meeting high standards, striving for flawlessness and harsh self-criticism. Past studies have shown that positive perfectionism is related to a better school performance whereas negative perfectionism is often associated with social and emotional difficulties such as anxiety, depression and lower self-esteem. The current study investigated the associations between negative perfectionism and the performance in reading, mathematics and IQ performance in children from regular classroom who are applying to an international schooling program. The results are important since negative perfectionism seem to affect negatively the performance in mathematics and in reading and thus may lead to negative long term outcomes such as drop out. These findings highlight the significance of developing the research on perfectionism and the importance of prevention and intervention among children.

Chapter 21: *Investigating the cultural, social, and psychological attitudes towards school counselling practices in the Kingdom of Saudi Arabia*; by Turki Aziz M. Alotaibi. This research study examines the existing cultural, social, and psychological attitudes towards school counselling and school counsellors in schools located in the Kingdom of Saudi Arabia (Saudi Arabia). The research study used a mixed methods design with qualitative data consisting of semi-structured interviews of school counsellors, and quantitative data consisting of questionnaires completed by a sample of head teachers and school counsellors working in secondary schools based in the city of Afif in Saudi Arabia. The research study proposes theories why cultural, social, and psychological attitudes towards school counselling in Saudi Arabia are hindering progress in developing the field of school counselling in general. It attempts to differentiate and understand cultural, social, and psychological attitudes of teachers, head teachers, parents, and school counsellors to school counselling.

Chapter 22: *Use of communicative behavior and culture framework to understand teachers' notions in pedagogical situations*; by Galina Glotova and Angelica Wilhelm. The aim of this research was to examine teachers' implicit notions in difficult pedagogical situations. Two empirical studies were conducted. To the data obtained correlation analysis was applied. For 55 modes of behavior, statistically significant coefficients of correlation between reference of these modes of behavior to the types of communicative behavior and to the levels of communicative culture of the teacher were found. These modes of behavior (both positive and negative ones) can be considered as a kernel of teachers' notions about communicative culture.

Chapter 23: *The impact of internal and external factors on the satisfaction and well-being of teachers*; by Anna Janovská, Olga Orosová, and Beata Gajdošová. This study focused on well-being of primary school teachers in Eastern Slovakia. We studied the differences in the level of teachers' life satisfaction, satisfaction in work, social and emotional well-being with respect to the perceived supportive behaviour of the headmaster and teachers´ personality traits.

Chapter 24: *Associations between psycho-educational determinants and dynamic career attitudes among undergraduate students*; by Senad Karavdic, Karathanasi Chrysoula, Etienne Le Bihan, and Michèle Baumann. Monitoring and assessment of career attitudes are critical for the student's preparation for an adapted university-to-work transition. This problem remains partially addressed though optimal services proposed by universities which may enhance students' generic career capabilities. This study explored the relationships between the psycho-educational and socio-demographic factors, and the perception of their career attitudes.

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The search for work self-efficacy score is linked to the employability soft-skills and job search techniques scores which are, in parallel, with the quality of life autonomy associated to the dynamic career attitudes. The findings may help to elaborate interventions aiming at improving psycho-educational determinants. It must be stimulated at the entry to university with appropriately collaborative supports, pedagogical workshops and interpersonal trainings.

Chapter 25: *Patterns of engagement and anxiety in university students – First year to senior year: Students' work engagement & anxiety: are they related?*; by Hanan Asghar. Several researches have shown student engagement as an important predictor of academic outcomes and educational success. Yet, despite evidence that student engagement is an important determinant of performance at university, it has been under analyzed in research and practice, particularly in relation to academic years of study, engagement and psychological distress. Therefore, the goal of the undertaken research is to: (a) assess the level of student engagement and anxiety across academic years of study (i.e., freshman, sophomore, junior and senior), and (b) examine the correlation between student engagement and anxiety.

Section 4, entitled "Social Psychology", gives a glance on projects from a psycho-social perspective. Themes vary from migration, work management, as well as Internet use.

Chapter 26: *The reasons for migrating to a French-speaking black African population*; by Carlos Roberto Velandia-Coustol and Marie-Françoise Lacassagne. This study is part of a research program aimed at understanding the reason why French-Speaking Sub-Saharan African citizens decide to settle in Europe and particularly in France. We created an anonymous questionnaire to collect data on the construction of the migration process. Despite the progress, this study remains one based on a mixed approach, which does not seek to establish generalities applicable to all Africans wishing to migrate or in a migration process. Rather, it is to understand the reason a specific population has to migrate, allowing access to underlying psychological phenomena.

Chapter 27: *The image of the Belarusian state in students' consciousness during the recent financial crisis*; by Olga Deyneka and Valentina Dauksha. The image of the state depends on what the economic and political situation in the country is, and on how accurate and timely actions of the authorities are. The objective of this study was to investigate the image of Belarusian State in common consciousness of students before, during and after the financial crisis.

Chapter 28: *Project for work management and social inclusion of mental health users in Brazil*; by Ana Cecília Alvares Salis. As a pioneer proposal for social inclusion through work, the Work Management Project (WMP) is presented as a model of a new caregiving practice in the field of mental health designed to establish the conditions for access and permanence of individuals with mental disorders in the formal job market. Underway in the city of Rio de Janeiro/RJ, Brazil since 2008, this project today has 50 users of different mental health services and devices in a number of locations in the Greater Rio area, working at Prezunic-Cencosud S.A., with all their labor rights guaranteed. Based on specific guidelines, the WMP supports the real caregiving demands of this population to enable the users to exercise their citizenship rights through formal work.

Chapter 29: *Water use strategies under competition and cooperation conditions*; by Esther Cuadrado, Carmen Tabernero, Bárbara Luque, and Rocío García. Scarce natural common-pool resources – such as water – are often overexploited, resulting in drastic consequences for both society and the planet. An experiment was carried out in order to analyze the role of cooperation and competition in the use of water as a limited natural common-pool resource.

Chapter 30: *Psychosocial factors of problematic Internet use and binge drinking among Slovak university students*; by Beata Gajdošová, Olga Orosová, Anna Janovská, and Jozef Benka. The objectives of this study were to explore the associations between gender, academic performance, relationship status, personality factors and risk behaviours (problematic internet use and binge drinking) among the first year university students.

Chapter 31: *Gender, optimism, perceived stress on problematic Internet use among Slovak university students*; by Olga Orosová, Jozef Benka, Rene Sebena, and Beata Gajdošová. A review of current literature shows that so far only few sociodemographic, psychological, and social correlates of problematic Internet use have been identified. However, even these limited findings seem to be inconclusive and inconsistent. The aim of this study was to investigate the effect of gender, optimism, and perceived stress on Generalized Problematic Internet Use among university students.

Section 5, entitled "Legal Psychology", explored in these chapters, provide information on violence, stereotypes, and dysfunctional families, according to given samples.

Chapter 32: *Marital violence: From child witness to adult offender*; by Claire Metz and Laure Razon. Violence is inherent to all human beings and even forms an intrinsic part of individuals when establishing the first parental bonds. In this article, we seek to demonstrate the consequences of marital violence on the future of children who witness this act. Indeed, such children encounter a troubling relationship between their parents, founded on violence. In addition, they are caught up in the shock and the silence that are sources of trauma. Thrust in cross-generational issues where violence acts as a bond, putting this violence into action is one of the possible outcomes. This research focuses on recollections of experiences by adults of their childhood, once children who witness domestic violence. The purpose of such a research is to elucidate psychic mechanisms and mental consequences for these persons. It is based on a qualitative approach with case study method.

Chapter 33: *A culture of violence against women in South Africa: Exploring young women's stories*; by Sarah Frances Gordon. Violence against women is extremely prevalent in South Africa and it has been labeled the rape capital of the world. It has been two decades since the end of apartheid and South Africa is still grappling with the relentless issue of violence. However this is not surprising as South Africa's past is embedded in political violence and oppression, creating a culture of violence, which is both normalized and tolerated. This study focuses on how women's lives and identities are transformed by living in this culture of violence.

Chapter 34: *The influence of stereotypes on eyewitness recall of perceived stereotypicality*; by Shirley Hutchinson, Paul G. Davies, and Danny Osborne. The present research investigates whether victim characteristics can exacerbate the effect of crime-type on eyewitness recall of perceived stereotypicality.

Chapter 35: *Dysfunctional family environment on direct and indirect aggression in adolescents*; by Antonio Caño, Lidia Moreno, and Carmen Rodríguez-Naranjo. The effect of a dysfunctional family environment on direct and indirect aggression was examined, testing the mediating role of hopelessness in this relationship. Knowledge of the risk factors leading to aggressive behaviors may be useful for improving specific intervention programmes to prevent the onset and to diminish adolescent adjustment problems over the course of development.

Chapter 36: *Recognizing the warning signs of violence across the lifespan: Samples from Kuwait and the USA*; by Pearl Berman and Juliet Dinkha. The World Health Organization (WHO) declared interpersonal violence a world-wide public health crisis. In the United States, victims must be counted in the millions for child abuse (Center for Disease Control and Prevention [CDC]), intimate partner violence, and elder abuse. Interpersonal violence can be

prevented and one powerful form of prevention is violence education. The objectives of the study were to assess: the internal consistency of the Warning Signs Survey scales; the perceptions students had about warning signs of destructive behavior; and the utility of the survey for informing instructors about the strengths and weaknesses of their violence education efforts.

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