FOREWORD

inScience Press is pleased to publish the book entitled *Psychology Applications & Developments X* as part of the Advances in Psychology and Psychological Trends series. These series of books comprise authors' and editors' work to address generalized research, focused on specific sections in the Psychology area.

In this tenth volume, a committed set of authors explore the Psychology field, therefore contributing to reach the frontiers of knowledge. Success depends on the participation of those who wish to find creative solutions and believe in their potential to change the world, altogether, to increase public engagement and cooperation from communities. Part of our mission is to serve society with these initiatives and promote knowledge. Therefore, it is necessary the strengthening of research efforts in all fields and cooperation between the most assorted studies and backgrounds.

In particular, this book explores 7 major areas (divided into 7 sections) within the broad context of Psychology: Clinical Psychology, Psychoanalysis and Psychoanalytical Psychotherapy, Social Psychology, Educational Psychology, Environmental Psychology, Health 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 2024) conference series (http://www.inpact-psychologyconference.org/). This conference occurs annually with successful outcomes, for that reason original papers have been selected and its authors were invited to extend them significantly to once again undergo an evaluation process. Subsequently, the authors of the accepted chapters were requested to make corrections and improve the final submitted chapters. This process has resulted in the final publication of 25 high quality chapters.

The following present a small description of each section and the chapters' abstracts to provide an overall information on the contents of this book.

Section 1, entitled "Clinical Psychology", provides reviews and studies within various fields concerning relationship processes in clinical practice. Each chapter is diversified, mainly addressing topics related to individuals' well-being and improvement of quality of life.

Chapter 1: *Open-Ended Supportive Therapy*; by Rodrigo Sanchez Escandon. In this chapter, I examine the essential role of supportive interventions in treating patients who lack the ego strength for traditional psychodynamic or cognitive therapies. These interventions help individuals navigate life-altering events such as bereavement, relational conflict, medical diagnoses, trauma, or social and

work-related stress. After outlining the core principles of supportive therapy, I present two case studies utilizing the Open-Ended Supportive Therapy approach (Hinshelwood, 2013). One case demonstrates the successful application of this method, while the other highlights its misuse, emphasizing the critical importance of adhering to the therapeutic fundamentals for effective outcomes.

Chapter 2: *Arriving at a Survey for Co-Living: Quality of Life in Aging*; by Marie J. Myers & Akomaye A. Undie. Increasingly people look at co-living to cut costs and fight loneliness. For aging populations, the idea is to live well and be serene throughout retirement. In our research, we uncovered characteristics for the creation of a survey for co-living. For this study, we investigated retired independent women in a government subsidized co-living building in Paris to establish desirable criteria to adapt the formula in Canada. At present, there are no such arrangements that have lasted. Retirement homes often do not meet the needs of more independent people. Studies show that people living together while also keeping independent enjoy longer healthier lives. In our qualitative approach, the first step was to have members of the co-living model make regular journal entries to identify desirable traits and attitudes. The journals were analyzed along with data found in the public domain on the group. The data analysis initially resulted in 33 distinct items. After grouping these items, the questionnaire was streamlined, reducing the number of questions from 167 to 78. Following that, we searched established well-being surveys to tease out corresponding questions to the items we had uncovered. We then created a questionnaire. The themes were explored and discussed considering our findings and their relevance. We present the different steps involved and the discussions that were held. Suggestions for further steps will be made.

Chapter 3: *Thriving After Trauma: Uncovering Pathways to Posttraumatic Growth in Covid-19 Survivors*; by Gabriela Aissa Suciu & Adriana Baban. COVID-19 former patients have endured physical and psychological stress during infection, hospitalization, and recovery. Research indicates that some discharged patients experience Post-Traumatic Growth (PTG) following adversity. This research aims to explore former patients' experiences within the post-acute period, in terms of positive long-term post-COVID effects and the role of coping resources in the recovery period. Semi-structured interviews were conducted from November 2022 to April 2023, involving 21 participants (57% female), mean age 64, residing in Romania, previously hospitalized for severe COVID-19. Thematic analysis identified four major themes: (1) Coping strategies - reframing the experience positively, break the recovery path into manageable actions, self-care, support seeking, and acceptance; (2) Inner Strengths - optimism, actively living life, determination, independence, and experience with hardship previously; (3) Changed Life Perspective - increased compassion, helping others, and valuing close relationships; (4) Gratitude - the awareness of personal wellbeing's value prompted gratitude and hope. Some participants described making concerted

efforts to appreciate each new day, others increased prosocial and altruistic behaviors, while others conveyed gratitude. The findings underscore the factors that contributed to participants' PTG and provide unique insights into the pathways from medical adversity to enduring positive changes across cognitive, emotional, behavioral, and relational domains.

Chapter 4: *Anxiety, Social Desirability, Coping Strategies and Defensive Styles of Coping in Hypersexual Men Before and After Therapy: Preliminary Results*; by Angelika Kleszczewska-Albińska. Hypersexuality include intense focus on sexual fantasies, urges or behaviors that an individual cannot control. It was proved that people suffering compulsive sexual behaviors experience high levels of distress and anxiety, and report difficulties in personal and professional areas of their life. In order to verify whether the levels of anxiety, social desirability and preferred coping styles of hypersexual persons change after the therapeutic process the preliminary empirical study was conducted. In the presented project participated 8 volunteer hypersexual men who underwent six months long CBT-based group psychotherapy. In order to measure the levels of anxiety, social desirability, and coping styles Trait Anxiety Scale, Social Desirability Questionnaire and Mini-COPE were used. The results obtained in the study proved that respondents presented high levels of anxiety. The levels of maladaptive styles of coping presented by hypersexual men before the therapy were higher in comparison to the levels of these strategies after the therapy. The results obtained in the study might serve as a starting point for planning future research, since they are only preliminary, and collected in a small sample of volunteers.

Chapter 5: *Elkins Hypnotizability Scale: Adaptation of the French Version*; by Frédérique Robin, Elise Le Berre, Sacha Morice, & Marion Letellier. This study aims to adapt the Elkins Hypnotizability Scale (EHS, Elkins, Johnson, Johnson, & Sliwinski, 2015) to a French sample and to determine its psychometric properties. The EHS was conceived in order to assess individuals' responsiveness towards suggestions guiding hypnotic experiments, ranging from motor responses to imagery and hypnotic amnesia. We also investigated the role of social desirability, attitudes and beliefs towards hypnosis, and vividness of visual imagery on individuals' hypnotizability level. Usually, these factor effects are considered in the light of hypnotizability (see Bret, Deledalle, Capafons, & Robin, 2024; Koep, Biggs, Rhodes, & Elkins, 2020). Preliminary results revealed that the French version of EHS showed a good internal consistency. The gender effect on EHS scores was not significant. A significant, moderate and positive correlation between the EHS and the attitudes/beliefs towards hypnosis suggest that attitudes/beliefs might predict efficiently the responsiveness to hypnotic suggestions. A moderate and a positive correlation was found between the EHS and the vividness of visual images, no significant correlation was found between the social desirability and the EHS scale, confirming its relevance. These findings tend to show that the French adaptation of the EHS may be an available brief assessment of hypnotic suggestibility, useful for researchers and clinical practitioners.

Chapter 6: *Applying Awareness Integration Therapy as a Trauma-Informed Care Modality*; by Foojan Zeine, Nicole Jafari, & Kenneth Blum. Individuals impacted by trauma often struggle to process memories, thoughts, and feelings associated with their experiences, which can affect cognitive, somatic, and emotional domains, leading to disrupted self-awareness and autobiographical memory loss (Schore, 2003). Trauma survivors may hold intensely negative core beliefs, resulting in doubt, despair, and low self-confidence (Lanius et al., 2015; Frewen et al., 2008, 2020). Even when seeking treatment, they may struggle to understand trauma's pervasive impact or avoid addressing it altogether (Center for Substance Abuse Treatment, 2014). This chapter explores Awareness Integration Theory (AIT) as a trauma-informed intervention model, bridging emotional, cognitive, and somatic disconnects to promote mental equilibrium. AIT applies trauma-informed care principles to support healing while preventing re-traumatization. By fostering self-awareness, neuroplasticity, and integration, AIT enables individuals to acknowledge cognitive and emotional patterns, bypass regression, and construct trauma narratives that integrate their emotional, cognitive, and behavioral experiences. Key components of the AIT model include: (a) creating a detailed trauma narrative, (b) identifying psychological disconnects, and (c) reconstructing the story in an integrated framework. Using evidence-based methodologies, AIT empowers individuals to address trauma's impact, restore self-awareness, and advance healing in alignment with trauma-informed care principles.

Section 2, entitled "Psychoanalysis and Psychoanalytical Psychotherapy", presents chapters that report on different approaches and methods to treat mental health concerns.

Chapter 7: *Moral Masochism in Substance Use Disorder: The Perspectives of Psychodynamic Therapists*; by Kyle Muscat & Greta Darmanin Kissaun. The current study aimed at investigating the manner in which psychodynamic therapists conceptualise and treat moral masochism in patients who use substances. A qualitative methodology was adopted for which five psychodynamic psychotherapists informed by diverse psychodynamic theories and experienced in working with Substance Use Disorder (SUD) were recruited. Five in-depth, semi-structured interviews were conducted with participants and data was analysed using Reflexive Thematic Analysis (RTA). The study yielded several key findings, including the existence of common factors linking moral masochism and substance use-related behaviours, such as the presence of dependency, aggression and a sense of disconnection and emptiness. Themes elicited from the data also included possible motives underlying patients' behaviours, shedding light on how, according to therapists, patients deploy these as coping strategies, defence mechanisms, methods for achieving a temporary sense of control and as attempts to expiate guilt. Essential considerations for therapists treating this patient group were also highlighted, including the relevance of recognising the self-sustaining cycle powering morally masochistic and substance use-related behaviours. Particular

transferential challenges faced when treating such patients were also considered. The importance of reflexive practice in order to help navigate specific emerging issues of transference and countertransference was also emphasised.

Chapter 8: *Depressive Symptoms and Help-Seeking Intentions in University Students During the Covid-19 Pandemic*; Ján Kulan & Oľga Orosová. Background: The COVID-19 pandemic significantly impacted university students, a vulnerable group with a low tendency to seek help. Aim: To explore the association between students' depressive symptoms and their help-seeking intentions while controlling for gender, fear of COVID-19, and well-being among Slovak university students during the COVID-19 pandemic. Methods: During November and December of 2021, 258 students (M = 21.86, SD = 2.05; 77.1 % women) from Slovak universities participated in an online survey. Findings were analyzed using the Mann-Whitney U Test and hierarchical multiple regression. Results: We identified three primary sources of help that included informal help from partner, friends, and parents of university students. Women were more likely to seek help from informal sources. Students with prior formal help-seeking (28.2 %) were more likely to seek help from formal sources, such as mental health professionals. Women and students with higher life satisfaction and fear of COVID-19 exhibited a higher level of help-seeking intentions, while those with more depressive symptoms were less likely to seek help. Conclusion: The results of this study support previous findings related to the willingness of young people, especially to use informal sources of help-seeking.

Section 3, entitled "Social Psychology", gives a glance at projects from a psycho-social perspective.

Chapter 9: *Navigating Technostress: The Role of Personal and Organizational Resources in Regulation of Digital Strain and Well-Being*; by Eva Rošková and Laura Šmatlavová. This cross-sectional study aimed to utilize the Job Demands-Resources theory to examine whether inhibitors of technostress within organizations, computer self-efficacy and resilience can reduce employees' perception of digital strain and positively impact job-related well-being. Conversely, it investigated whether technostress creators exacerbate employees' perception of digital strain and negatively affect job-related well-being. The research sample comprised 183 employed individuals utilizing information technologies at work, including 87 men and 96 women aged between 21 and 63 years. Participants completed a series of self-assessment online questionnaires via social media platforms. The results indicated that resilience, support for digital literacy, and provision of technical support were predictors of positive job-related well-being. Conversely, techno-overload, techno-invasion, techno-complexity, and techno-uncertainty predicted negative job-related well-being. Notably, resilience was the sole predictor that attenuated the impact of techno-stressors on positive well-being. Digital strain was associated with techno-overload, techno-invasion,

and techno-complexity, with computer self-efficacy being the only significant predictor mitigating the effects of techno-stressors on digital strain. Our findings thus have the potential to contribute to the creation of a better and healthier work environment, and they could be valuable for managers and organizations striving to address the challenges associated with digital transformation and modern technologies in the workplace.

Chapter 10: *Exploring the Representations of Disabled Women Using the Repertory Grid Technique*; by Amy Camilleri-Zahra, Mary-Anne Lauri, & Gottfried Catania. This study aims at exploring the representations of disabled women held by disabled women themselves. Most of the literature available explores the representations of disabled people held by non-disabled people. However, this study aimed to fill a gap in the literature by shedding light on disabled women's views. This study is underpinned by social representations theory, intersectionality theory and the social model of disability. The way disabled women are treated often stems from the representations held about them by society. The understanding of the representations of disabled women can have significant implications for the drafting of policies and the development of services for disabled women. The repertory grid technique was used to collect data from 14 disabled women aged between 28 and 63 years old. The constructs yielded from the repertory grid technique were analysed using an adaptation of the core-categorisation method. The constructs were grouped under three themes, which are: The Power of First Impressions, A Part of One's Identity, and The Dichotomy of Career and Family. This study shows that participants care about body image and fashion, do not think that the impairment represents disabled women's entire identity, and that having a career is important.

Chapter 11: *Evaluating the Effectiveness of Exposure to Counterstereotypic Fathers on Reducing Implicit Father and Mother Stereotypes in Japan: II Ordinary Fathers as Counterstereotipic*; by Mizuka Ohtaka. An earlier study that exposed famous fathers as counterstereotypic exemplars suggested that, for men, exposure to counterstereotypic fathers can reduce the implicit father and mother stereotypes. However, one possible reason for such results is that, for women, famous fathers might be considered a subtype of fathers distinct from ordinary fathers. Therefore, this study examined whether exposure to ordinary fathers who took childcare leave for at least 3 months could reduce the implicit association between 'father' and 'work' and between 'mother' and 'home'. The Implicit Association Test (IAT) was conducted among Japanese adults. The participants were randomly assigned to the counterstereotipic or control group by gender and age group. 210 respondents (105 men and 105 women in their 20s, 30s, 40s, 50s, and 60s) were included in the analysis. The results indicated that, for the 50s, with strong implicit father and mother stereotypes, exposure to counterstereotypic fathers could reduce the implicit father and mother stereotypes. In other age groups, however, the intervention did not reduce the implicit father and mother stereotypes. Therefore, future studies will need to examine interventions with stronger effects.

Chapter 12: *Facilitating Acculturation in Educational Settings: An Analysis of Policies and Practices for Supporting International Students in Irish Higher Education*; by Borui Zheng & Keegan Covey. In an era of increasing global mobility, Irish higher education institutions (HEIs) are experiencing a significant rise in international student enrolments, highlighting the need for enhanced acculturation supports. This study uses a social psychological framework to analyse policy documents, teaching guides, and programme descriptions from a representative sample of Irish universities. It evaluates the inclusivity and effectiveness of these supports through parameters like social trust and psychological well-being. Findings reveal a wide range of acculturation practices, from formal orientation programmes to informal cultural exchange initiatives, though variability exists across institutions. Administrative supports such as visa assistance and housing play a crucial role but have limited impact on social trust and well-being compared to inclusive classroom practices. While culturally responsive teaching is increasingly recognised, structured training and resources for faculty remain insufficient. Social trust—particularly "bridging trust" between diverse groups—emerges as key to successful acculturation, with stronger correlations to psychological well-being than bonding trust within shared identity groups. Inclusive teaching practices are identified as the most effective means to foster social capital and improve psychological health, while administrative supports enhance vertical trust and academic outcomes. The study recommends standardising inclusive teaching practices to better support international students and optimise acculturation outcomes in Irish HEIs.

Chapter 13: *Understanding Group Issues: The Syrian Refugee Experience in Brazil*; by Carlos Antonio Massad Campos & Edinete Maria Rosa. Refugees are people who are outside their countries because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion, or social participation, and who are unable (or unwilling) to return home. According to data released by the Brazilian National Committee for Refugees in its eighth edition (BRASIL, 2023), between January 2011 and the end of 2022, Brazil had identified 65,840 people as refugees in Brazil. Among the main countries of nationality or habitual residence of people identified as refugees in the period from 2011 to 2022, Syria stood out, with a total of 3,762 asylum requests granted, following Venezuela, which stood out in recent years. Syrian refugees have acquired great magnitude and representation in the issue that involves the policy of reception and insertion of refugees throughout the world and in Brazil. The arrival of these refugees in Brazil caused different reactions and behaviors, including potential conflicts. This work aimed to discuss the matter of how we see certain groups and their common and right away generalization that naturalizes this view with often preestablished standards without there being reflection and better knowledge about this group of people.

Chapter 14: *Middle Corridor Perspective: What Does Georgia's Political Identity Change?*; by Elene Kvanchilashvili. This Chapter considers a wider Black Sea Region for Georgia's identity search considering Georgia's geopolitical location, its Euro-Atlantic aspirations and its main value for the region and beyond – all features for a successful transit hub. It is even more relevant in the context of the current geopolitical changes and an increased focus on Middle Corridor. The Middle Corridor, also called TITR (Trans-Caspian International Transport Route), is a trade route from Southeast Asia and China to Europe via Kazakhstan, Caspian Sea, Azerbaijan, and Georgia. It is an alternative to the Northern Corridor, to the north through Russia, and the Ocean Route to the south, via the Suez Canal. Geographically, the Middle Corridor is the shortest route between Western China and Europe. International Sanctions on Russia and COVID-19 before that make Middle Corridor a safer and better option for trade. Based on different intergroup approaches developed in social psychology (e.g., Social Identity Theory, Realistic Conflict Theory), political identities refer to identification with and meaning attributed to membership in politically relevant groups, including political parties and national, ethnic, linguistic, or gender groups. A key concept in this intergroup approach to political psychology is political identity. This Chapter argues that (i) Georgia's political identity is strongly tied with its Euro-Atlantic aspirations and (ii) Georgia will embrace its regional identity if it sees the perspective of strengthening its political identity.

Chapter 15: *The Evolution of Hate Language in Politics: Shifts in Public Perception and Recognition Over Time*; by Medea Despotashvili. This study investigates the perception of hate language in political speeches and its impact on voter preferences, comparing data from 2013 and 2023. In 2013, neutral language was preferred, followed by critical language, with hate speech rated the lowest. Over the decade, public preferences shifted, with speeches promoting equality and inclusion becoming the most favored in 2023. A significant correlation between age and education was observed, indicating that older and more educated individuals tend to reject hate language more strongly. Younger respondents were more likely to identify hate speech. For example, respondents aged 18-35 rated hate language significantly higher. ANOVA and post-hoc tests revealed generational shifts, as younger respondents in 2023 demonstrated greater rejection of hate speech compared to their counterparts a decade earlier. The study also explored perceptions of hate language targeting specific groups (age, religion, gender, sexual orientation), finding that while most forms of hate speech were clearly identified, ageism remained less recognized. These findings reflect societal changes in attitudes toward political discourse and highlight the role of demographic factors in shaping perceptions.

Section 4, entitled "Educational Psychology", offers a range of research about teachers and students and the learning process, as well as the behavior from a psycho-educational standpoint.

Chapter 16: *Learning Styles of Generation Z Based on Kolb's Learning Theory: A Case of Indonesian Undergraduates Majoring in Education*; by Yoshitaka Yamazaki, Michiko Toyama, & Murwani Dewi Wijayanti. This study aimed to empirically examine the preferred learning styles of undergraduate students of Generation Z based on Kolb's learning theory. The literature has highlighted unique learning characteristics of Generation Z, but empirical investigations have been inconclusive in terms of Generation Z's learning style, particularly in relation to Kolb's learning model. We applied Kolb's Learning Style Inventory, examining 423 undergraduate elementary education students in an Indonesian university. All of the participants were in Generation Z, ranging from 18 to 23 years old in 2023. Results revealed that as a whole, students preferred the learning mode of abstract conceptualization (i.e., thinking) over concrete experience (i.e., feeling), as well as preferred the mode of reflective observation (i.e., reflecting) over active experimentation (i.e., acting). Furthermore, the most common learning style was Diverging (63%); the second, Assimilating (28%); the third, Converging (5%); and finally, the fourth, Accommodating (4%). Based on these results, we discuss implications and limitations.

Chapter 17: *Effects of Virtual Reality Collaborative Learning Using a Giant Maze on Sociality and Learning*; by Aya Fujisawa. In this study, two experiments examined the effects of collaborative virtual reality (VR) learning on sociality and learning outcomes using a giant maze. In Experiment 1, differences between VR/Head Mounted Display (HMD) and VR/desktop conditions were evaluated using the same collaborative learning task. Experiment 2 compared cooperative learning with competitive learning using the same VR learning material. Participants in Experiment 1 included 24 female students, whereas Experiment 2 involved 54 students. Participants, paired for the task, navigated a giant maze in the VR collaborative learning material "ayalab Shall we walk?" with a 10-minute completion time. In Experiment 1, participants were randomly assigned to either the VR/HMD condition (META Quest 2 headset) or the VR/desktop condition (iPad 9th generation) in individual small laboratories. In Experiment 2, participants experienced one learning activity, either VR competitive or cooperative learning activities, using an iPad. Group cohesion, the Interpersonal Reactive Index, and critical thinking attitudes were measured before and after the sessions using Microsoft Forms. Experiment 1 showed differing learning effects between VR/HMD and VR/desktop conditions, whereas Experiment 2 demonstrated varied effects between VR cooperative and competitive learning environments. These findings are discussed in detail in this chapter.

Chapter 18: *Investigating Early Signs of Developmental Dyslexia at the Preschool Age: The Role of Stress and Systematic Intervention*; by Victoria Zakopoulou, Christos-Orestis Tsiantis, Elena Venizelou, Angeliki-Maria Vlaikou, Vasiliki Chondrou, Argyro Sgourou, Michaela D. Filiou, Alexandros Tzallas, George Dimakopoulos, & Maria Syrrou. Developmental dyslexia (DD) is a multifactorial, specific learning disorder characterized by dysfunctions of biological, neurophysiological, cognitive, and psychomotor factors. This study investigated the association between the early signs of DD and stress. Variants and methylation levels of genes involved in stress response were studied along with mitochondrial DNA copy number (mtDNAcn), a stress-related indicator. From 306 preschool-age children (5.0–6.0 years) recruited, 10 typically developing and 20 identified 'at risk' of dyslexia were tested. Of the latter group, 10 underwent a systematic intervention program, and the rest constituted the control group. Two screening tests for early identification of DD were administered, while a developmental history and the CBCL 1½–5 form of the ASEBA were completed. Genotyping was performed along with mtDNAcn and methylation levels estimation before and after the intervention. Statistically significant differences were observed within the DD group that underwent intervention on cognitive, psychomotor, and linguistic factors, before and after the intervention. Differences in methylation were observed before and after the intervention, and in mtDNAcn only after the intervention. Stress could be involved in the onset of DD, so early detection may contribute to the implementation of effective interventions, thereby reducing or preventing negative effects in later life.

Chapter 19: *Descriptive Normative Beliefs as Predictor of Smoking and Alcohol Consumption Among Young Adolescents*; by Oľga Orosová, Ondrej Kalina, Beata Gajdošová, & Jozef Benka. The aims of this study were to explore (i) the effect of the Unplugged program and gender over time on adolescents' descriptive normative beliefs about smoking (DNBS) and alcohol consumption (DNBAC), and (ii) the effect of the Unplugged program and descriptive normative beliefs on smoking (S) and alcohol consumption (AC) before (T1), immediately (T2), and one year after program implementation (T3). Method: A cluster randomized control trial using a Solomon four-group design was carried out (1420 adolescents in total, the mean age = 13.5 years, SD = 0.59; 47.5% girls). To increase the effect of Unplugged, booster-sessions called nPrevention were carried out (EG+) after T2. Results: DNBS and DNBAC increased over time and were positively associated with smoking and alcohol consumption. The results showed (i) that descriptive normative beliefs about alcohol consumption increased in all groups, but this increase was more pronounced only in control group and experimental group, and (ii) a decline of descriptive normative beliefs about alcohol consumption in girls in experimental group with nPrevention. Conclusion: The implementation of Unplugged with booster sessions and without pretesting could be an important factor for prevention of alcohol consumption.

Chapter 20: *Facilitators and Barriers in the Use of Digital Tools for Adolescents and Young Adults with Disabilities or Troubles, an Exploratory Study*; by Florent Halgand, Dorothée Trotier, Guillaume Souesme, Sophie Pivry, & Célia Maintenant. Digitalization changes in many ways how we connect to other people and how we live in society. Information and communication technology (ICT) carry a risk of marginalization, especially for people with disabilities or troubles. Also, ICT can mediate the relationship to other people and extend social ties. The study aimed to identify the psychological barriers and facilitators to the use of ICT by adolescents and young adults with disabilities or troubles. Participants were asked about their use of ICT and how they feel when they use it. Three major themes emerged: Representation of ICT, Perception of available resources and Individual and environmental component. For participants, using ICT makes their everyday life easier and provides moments of pleasure. For some, ICT are seen as a means of overcoming disabilities. Social support is a key facilitator to reduce the difficulties of ICT. The main difficulties were risk and lack of knowledge. This study shows that for adolescents and young adults with disabilities or troubles, ICT are important for their sociability and autonomy. It is therefore necessary to support them and facilitate their learning of ICT to encourage their use, so that they feel confident and secure.

Chapter 21: *Teachers, Parents, and Mental Health Professionals Collaborate: Promoting Children's Wellbeing and School Readiness*; by Eileen Manoukian & Mary Barbara Trube. This qualitative longitudinal study focused on pedagogical and curricular practices of teachers during children's preschool through kindergarten formative years during and following the COVID-19 pandemic. The purpose was to explore how teachers supported students in developing school readiness skills in all domains of learning (cognitive, language, physical, social, emotional) over four years during and following the outbreak of COVID-19. Data were collected via semi-structured audio-recorded interviews from 10 teachers in three sessions from 2020 to 2023. Coding was used to reveal patterns, categories and emerging themes. Findings revealed that teachers: (1) modified their pedagogical practices and implemented new curricula to meet students' needs; (2) were faced with challenges in response to COVID-19 outbreak, isolation, and reestablishment periods; (3) expanded roles as they advocated and collaborated with other professionals to increase students' resilience and wellbeing; (4) created communities of practice for peer mentoring and coaching supports to expland their repertoire; (5) strengthened relationships with other teachers and students' parents through parent education, collaboration, and co-teaching. Research implications include adaptations of practices to promote school readiness. Recommendations include further research on communities of practice and collaborative practices between teachers and mental health professionals that further the wellbeing of students and their families.

Section 5, entitled "Environmental Psychology", gives a glance at the relationship between humans and the external world. This topic includes natural environments, social settings, built environments, learning environments, and informational environments and so on.

Chapter 22: *An Exploration of Eco-Anxiety and Environmental Engagement in Malta*; by Claire Bonello & Mary-Anne Lauri. The ecological crisis has triggered emotional, cognitive, and behavioral reactions. One such response, eco-anxiety, arises from concerns about environmental degradation, and can drive individuals to take action or otherwise. This study explored eco-anxiety and environmental engagement among a Maltese sample using an explanatory sequential mixed methods design, drawing on Appraisal Theory and the Campbell Paradigm of Attitudes. The 13-item Hogg Eco-Anxiety Scale assessed eco-anxiety levels in 243 Maltese adults via an online questionnaire, which also investigated pro-environmental intentions, behaviours, and climate change news exposure. Findings revealed positive correlations between eco-anxiety and both pro-environmental intentions and behaviours, though the latter was less pronounced. Eco-anxiety significantly correlated with climate change news exposure. In the second phase, four qualitative focus groups provided deeper insights into Maltese individuals' appraisals of the ecological crisis. Participants' negative emotions related to ecological degradation stemmed from feeling ineffective in addressing the crisis despite their intentions. They identified barriers, such as inconvenience, cost, and time, which outweighed their positive attitudes towards pro-environmental actions. The study highlights the need to reframe the ecological crisis to promote practical eco-anxiety and environmental engagement, with implications for environmental psychology, conservation and media reporting.

Chapter 23: *Utilizing the IPIP6 Consumer Personality Scale to Analyze Green Consumer Behaviour in an Emerging Economy Context*; by Heleen Dreyer, Daleen van der Merwe, & Nadine Sonnenberg. Daily habits and various antecedents play crucial roles in green consumer behaviour (GCB). Personality traits are significant for environmental engagement since they manifest in habitual green activities and infrequent high-cost decisions. Personality traits could be key in determining GCB. We correlated the relationship of consumer personalities with GCB as daily green habits in an emerging economy context. Our online survey using convenience sampling (N = 478) among South African respondents (≥18 years) was based on the International Personality Item Pool six factors (Mini-IPIP6) scale and daily green habits. The six personality dimensions are honesty-humility (H-H), agreeableness (A), extraversion (E), conscientiousness (C), neuroticism (N) and openness to experience (O). Descriptive statistics, exploratory and confirmatory factor analysis, and correlations were performed. Respondents generally showed personality traits conducive to GCB (mA = 4.02; mO = 3.83; mC = 3.78; mH-H = 3.65). Correlations ($p < .05$) were revealed between "C" and "conservation habits" ($r = .261$) and "O" and "wasteful habits" ($r = -.221$). "H-H"

correlated with "personal effort habits" (r = .230) and "wasteful habits" (r = -.252). Respondents testing higher on C, H-H, and O may perform more habitual GCB, thus revealing the utility of personality dimensions in understanding consumers' GCB.

Section 6, entitled "Health Psychology", focuses on how biological, social and psychological factors can influence health.

Chapter 24: *Japanese Translation and Validation of the Short Grit Scale (Grit-S)*; by Katsunori Sumi. Grit has recently attracted the attention of researchers and practitioners. However, studies have reported inconsistent findings regarding its dimensionality and association with success outcomes. This study examined the reliability and construct validity of a new Japanese translation of the Short Grit Scale (Grit-S-J), a brief self-report measure of grit, in a sample of 276 Japanese college students (88 women, 188 men; mean age = 20.81 years, SD = 0.89). Exploratory and confirmatory factor analyses supported the two-factor structure comprising perseverance of effort and consistency of interests. The total Grit-S-J and its two subscales showed adequate internal consistency and 4-week test–retest reliability. Construct validity was supported by expected correlations with scores for personality traits (self-control, Big-Five personality traits, and vitality), hedonic and eudaimonic well-being, and mental health (psychological stress, depression, and anxiety). Meanwhile, discriminant validity of the Grit-S-J was suggested by partial correlations between scores on the Grit-S-J, well-being measures, and mental health measures, after controlling for scores for either self-control or conscientiousness. Overall, the findings preliminarily support the usefulness of the Grit-S-J in grit research in the Japanese population.

Section 7, entitled "Legal Psychology", focuses on issues that arise within the legal system and the law.

Chapter 25: *Risk Appraisal and Legal Principles - Unveiling Disciplinary Gaps*; by Martina Feldhammer-Kahr, Nina Kaiser, Ida Leibetseder, Markus Sommer, & Martin E. Arendasy. This chapter strives to enhance the understanding of the challenges of risk assessment in a legal context while building bridges between the disciplines. Forensic psychology aims, upon other things, to assess recidivism risk. The Austrian jurisprudence also focuses on aspects of behavioral prognosis: the verdict should aim at preventing recidivism. Thus, judges must follow provisions that emphasize (current) factors related to the individual offender. This requires the interplay of different scientific perspectives and a strong interdisciplinary practice. Therefore, psychological risk appraisal guides are used to provide valid indicators for recidivism risks. However, the lack of substantive discussion on expert opinions in court, combined with the high frequency of courts adopting them verbatim in verdicts, bears risks in this rather multidisciplinary than interdisciplinary practice. A closer look at the German versions of the VRAG-R

(Rettenberger, Hertz, & Eher , 2017) and the LSI-R (Dahle, Harwardt, & Schneider-Njepel, 2012), reveals that some aspects and their unquestioned application require critical legal reflection. Furthermore, the HCR-20V3 (Müller-Isberner, Schmidbauer, & Born, 2014) reveals weaknesses in the practical risk assessment, potentially leading to similar problems, if misapplied. This chapter focuses on these problem areas: (1) quality of expert opinions, (2) individuality and topicality, (3) legal reality.

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