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Abstracts

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of anti-terror operations or the acceptance of terror groups and causal explanations, the impact of terrorism on daily life, intra- and intergroup behaviour. Also the influence of social and individual mediator variables (e.g. sociodemographic and socioeconomic characteristics, xenophobia, social dominance orientation, authoritarianism, personal values and religious beliefs, media reception) will be investigated.

Managing the psychology of fear and terror: Results from an assembly of experts

Seyle, Conor Psychology Beyond Borders, Austin, USA Ryan, Pamela Psychology Beyond Borders, Austin, TX, USA Naturale, April N/A, Psychology Beyond Borders, Austin, TX, USA

In 2004 an International Assembly brought together experts in the fields of fear, terror, and trauma to develop guidelines for how societies can reduce the impact of terror attacks and natural disasters. Based on research in the psychology of trauma, terrorism, and related fields, attendees developed five recommendations for mediating the impact of mass-casualty events: facilitation of informed dialogue about terrorism; building societal resilience through preparedness, treatment, and community support; facilitation of collaborations across people working in different domains related to terrorism; exploring and modeling conflict resolution methods; and encouraging and supporting moderates over extremists. Recommendations are discussed in detail.

Does collective trauma affect individual processing of traumatic crises?

Garoff, Ferdinand Helsinki, Finland Lähteenmäki, Virpi FiPSR, Espoo, Finland

Traumatic crises are sudden and unexpected events resulting in serious loss and happen universally. In Collective cultures insecure political situations, as in Palestine can create collective traumas. This presentation examines the effects of collective traumas on individuals processing traumas. The study is based on interviews and simulated debriefing groups of 28 traumatized Palestinians. There were changes in what was considered normal and in defense mechanisms: heroism and nationalism and too early comforting limited the room from normal grief. Too much emphasis was given to religion, lessening the subjectivity of individuals. People became easily irritated or isolated and revengeful. The conclusion is that the collective traumas significantly influence the process of traumas.

Listening to children's experiences of war and evacuation

Palonen, Kirsti Helsinki, Finland

The first phase of the case study took place in four refugee camps during and after the summer war 2006. The second part took place in Beddawi and Shatila camps during and after the armed clashes in Nahr el-Bared camp in summer 2007. The staff of a Palestinian NGO asked the children to tell stories using the Storycrafting method. Although the choice of the theme was free the children told about their traumatic experiences. Children's experiences, reactions and means of coping were analysed. The predominant reaction was a fear to be killed. Playing helped children to cope. The storycrafting procedure creates an interaction between child and adult, which has therapeutic effect.

S-196: Protective factors and supportive environments for lesbian, gay and bisexual adolescents

Carol Goodenow (chair)
Lesbian, gay, or bisexual (LGB) adolescents are more likely than heterosexual youth to experience

victimization, suicidality, and other negative outcomes, so it is important to identify personal and environmental factors that may reduce their risk. This symposium addresses several of these factors: LGB adolescents' perceptions of social support and other protective characteristics; the attitudes, beliefs and behaviors of school staff and heterosexual peers toward sexual minority youth; and specific interventions and school features associated with more positive environments for these adolescents. Discussion of the five papers will focus on opportunities for nurturing healthy development of LGB young people.

Factors protective against self-harm in gay, lesbian and bisexual youth

Goodenow, Carol Northboro, USA

Recent research has documented elevated rates of suicidal ideation and attempts among gay, lesbian, and bisexual adolescents. Identifying factors that may protect against suicidality and other self-harm among these youth is critical. Logistic regression analyses examined predictors of self-harm among sexual minority adolescents (n=219) participating in a larger statewide population-based survey of 50 high schools. Perceiving social support from key adults, doing well in school, and attending a school with a gay/straight alliance were significantly associated with lower rates of suicide attempts and other self-harming behavior. Protective effects were stronger for male than female gay/lesbian/bisexual adolescents.

The role of protective factors in reducing the odds of teen pregnancy Iinvolvement among bisexual adolescents in Canada and the U.S.

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Population surveys of youth in school have consistently found higher rates of teen pregnancy among bisexual vs. heterosexual adolescents, but few studies have examined predictors of teen pregnancy for sexual minority youth. This study examined whether protective factors similarly reduced the odds of pregnancy involvement for sexually active bisexual and heterosexual male and female students in 3 cohorts of high school surveys in both British Columbia and Minnesota (Cohort Ns=21,560 to 70,561). Age-adjusted odds ratios, separately by gender and orientation group, found key protective factors were similar for all cohorts and orientations, but fewer protective factors for bisexual youth overall.

The relationship between school context and heterosexual students' attitudes about homosexuality

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This study investigated the impact of school context on ninth- through twelfth-grade heterosexual students' (n = 1070) attitudes about homosexuality and sexual prejudice. Using a self-report questionnaire participants responded to items regarding their beliefs about homosexuality, whether they had a gay or lesbian (GL) friend, comfort with GL peers, and hypothetical scenarios regarding exclusion and teasing of GL peers in two schools that differed in the number of safe school practices implemented. Analyses found that school context predicted most measures of attitudes toward homosexuality: students in the school with more safe schools practices exhibited more tolerant attitudes.

Safer sexual diversity climates: An evaluation of Massachusetts' safe schools program for gay and lesbian students

Szalacha, Laura College of Nursing, University of Illinois, Chicago, USA

This paper investigates faculty, staff and administrators' perceptions of the sexual diversity climate (SDC) in Massachusetts secondary schools, based on the implementation of recommendations of the Safe Schools Program for Gay and Lesbian Students (SSP). Data were collected from 683 professional staff members from a stratified random sample of 35 schools. There were statistically significant positive differences in SDC where one or more of the SSP recommendations were implemented, especially with regard to teacher training, with differential effects by gender. This study provides valuable information on ways to establish safer sexual diversity climates in secondary schools to benefit all members.

Attitudes and behaviors of school staff regarding health promotion services for lesbian, gay and bisexual youth

Anderson, Clinton Lesbian, Gay, Bisexual Issues, American Psychological Ass., Washington, USA Tomlinson, Hank Lesbian, Gay, Bisexual Issues, American Psychological Assn., Washington, DC, USA

This paper examines the self-perceived roles of school counselors, nurses, psychologists, and social workers regarding delivery of health promotion services to lesbian, gay, bisexual and questioning (LGBQ) youth. Results include information gathered from a preliminary needs assessment and from data collected before and after participation in a training workshop designed to increase intentions to provide services—particularly related to HIV prevention—to LGBQ youth. Discrepancies between school professionals' attitudes about their roles and their actual delivery of services existed across all health-promotion behaviors. Participation in the training was associated with intentions to provide more and better services to LGBQ youth.

S-197: Cultural patterns of family relationships and value orientations

Gisela Trommsdorff, Cigdem Kagitcibasi (chair)
This interdisciplinary symposium brings together an international group of scholars from five countries on the basis of the cross-national "Value of Children and Intergenerational Relations Study". The papers deal with cultural patterns of family relationships, integrating sociological, anthropological and psychological perspectives. They entail comparative studies of exchange in kinship systems, parenting, adolescents' family models, values, religious and future orientations, and variations in family relations across generations. The contributions serve to demonstrate the usefulness of a cross-cultural approach for the theoretical and methodological advancement of studies on family and values.

Cultural patterns of exchange in kinship systems: Results from a comparative survey in eleven societies

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The paper integrates the institutional approach of social anthropology and the interactionist approach of family sociology and social gerontology, in relating the institutional settings in societies to the major interaction dimensions "opportunity", "communication and emotional closeness" and "mutual help". A data set of 7.475 standardized interviews with mothers from 11 societies, comprising 38.539 kinship relationships, is used to describe cross-societal variations of kinship interaction types.

Multivariate regression analysis on "closeness" and "mutual help" show that the institutional settings have a stronger effect on kinship relationships than the positioning of the respondents in the social structure or their individual attitudes.

Values of children and family models of adolescents: An eleven-culture study

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Starting from Kagitcibasi's (2007) conceptualization of family models, this study compared N = 2961 adolescents' values across eleven cultures and explored whether patterns of values were related to the three proposed family models through cluster analyses. Three clusters with value profiles corresponding to the family models of interdependence, emotional interdependence, and independence were identified on the cultural as well as on the individual level. Furthermore, individual-level clusters corresponded to culture-level clusters in terms of individual cluster membership. The results largely support Kagitcibasi's proposition of changing family models and demonstrate their representation as individual-level value profiles across cultures.

Adolescent future orientation and the role of maternal parenting: A German-Turkish comparison

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The aim of the present study was to investigate cultural similarities and differences in the future orientation of German and Turkish adolescents regarding future partnership and family and the impact of maternal parenting. The sample is part of the cross-cultural study "Value of Children and Intergenerational Relations" and included 619 German and Turkish mother-adolescent dyads. Results showed that German adolescents were more insecure about the realisation of their plans, while Turkish adolescents had more hopes. Additionally, control had a negative impact on future orientation in Germany. The results are discussed in a theoretical framework of culture-specifics of family and development.

Values, family relationships and religiosity of adolescents in two European countries: France and Germany

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This study explores the role of religiosity on adolescents' future perspective on family, their perception of the quality of their family life and their societal values in two European countries which have strong dual anchorages Christian (Catholic / Protestant) and laic, France and Germany taken in account the parents- adolescent's concordance on religiosity. Results with 172 French and 268 German indicate that religiosity has a clear modest effect in both countries on their view of their future family life (number of children, marriage), on their family values and their perception of their parents' implication but not on societal values.

Family model in Poland

Lubiewska, Katarzyna Inst. of Psychology, Kazimierz Wielki University, Bydgoszcz, Poland

The present study strives to investigate the predominating family model in Poland. The sample is part of the cross-cultural study "Value of Children and Intergenerational Relations" and includes 300 three generational families from Western, Central and Eastern Poland. The family structure, cultural context, socialization values and family interactions were assessed to describe the predominating family model in different parts of Poland. The study revealed some interesting results regarding family structure and family values. Results are discussed in the theoretical framework of family models in social change (Kagitcibasi, 2002).

S-198: Basic processes of film perception and cognition

Stephan Schwan, Markus Huff (chair)

At first sight, films present information in ways that differ considerably from natural viewing conditions, for example in terms of abrupt viewpoint changes or occurrences of temporal gaps. Nevertheless, empirical findings suggest that film principles are not mere arbitrary conventions, but instead take basic perceptual and cognitive mechanisms into account, thereby allowing the mind to adapt to such "unnatural" viewing conditions with apparent ease. The six studies of the symposium will examine this assumption in more detail, including attention mechanisms (e.g. eye movements, multiple object tracking), perception of basic film rules (e.g. 180 degree system), and event cognition.

Tracking multiple objects across abrupt viewpoint changes

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The reported experiment tested the effect of filmic cuts on the attentional tracking of multiple objects in dynamic 3D-scenes. Observers tracked targets that moved independently among identically looking distractors on a rectangular floor plane. Rotational viewpoint changes of 20° and 30° impaired tracking performance considerably, whereas tracking across a 10°-change was comparable with continuous tracking. Thus, tracking seems dependant on a low-level process saved against small disturbances by the visual system's ability to compensate for small changes of retinocentric coordinates. Tracking across large viewpoint changes succeeds only if allocentric coordinates are remembered to relocate targets after displacements.

Do film illiterates understand basic cinematographic principles?

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In this experimental field study in Turkey we have compared the comprehension of some of the formal features of cinema like cut, pan, establishing shot, ellipse, and parallel montage by adult first-time viewers with viewers who had up to five years and more than ten years TV viewing experience. The differences between the five years and more than ten years experienced participants were bigger than the differences between the first-time and five years experienced viewers. Whereas the comprehension of cut, pan and establishing shot was dependent of viewing experience, this was not the case for ellipse and parallel montage.

Semantic, aesthetic and cognitive effects of flashbacks in film

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Principles of film editing were investigated by assessing the consequences of inserting flashbacks. In Experiment 1, the gravity of acts committed by the main actors was perceived to be more salient in the linear than in the flashback version. Aesthetic assessment did not vary. In Experiment 2, pupil size of the viewers, as a measure of mental load, was registered on-line. Mental load was heightened due to the flashbacks. In discussing distinctive advantages of intellectual versus narrative editing, flashbacks appeared not to enhance aesthetic judgments; linearity emphasized the semantic features of the leading actors with less consumption of mental resources.

Questioning the rules of continuity editing

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When a change of perspective is used in the midst of a dynamic event, film directors tend to agree that a straight-match cut is not advisable. Such a cut would instantaneously transition from one camera angle or position to the next. However, they disagree on how to accomplish subjective continuity. We empirically tested competing continuity hypotheses. We systematically varied the temporal parameters of a dynamic scene that continued across a camera jump. Computer-animated sequences had to be adjusted until they looked maximally smooth and temporally correct. Observers very consistently preferred gaps (ellipses). Implications for film theory are discussed.

Crossing the line: Understanding the 180° system of continuity editing

Huff, Markus Cybermedia, KNOWLEDGE MEDIA RES. CENTRE, Tübingen, Germany Schwan, Stephan Cybermedia, KMRC, Tübingen, Germany

Hollywood cinema has developed the system of continuity editing which tends to avoid confusion of the spectator. A central rule out of it is the 180 degree rule which specifies the positions of cameras. By using ambiguous scenes we explored this rule in two experiments. Participants were shown movies each consisting of two shots both depicting a car driving by. Subjects had to rate whether the cars were driving in the same direction. Results confirm the central message of the 180 degree system according to which the cameras have to be on the same side of the line of action.

S-199: Values, culture, and developmental tasks: Clashing or conforming with academic involvement of adolescents?

Ursula Kessels, Stefan Fries (chair)

The symposium addresses the question how doing well at school is related to other crucial aspects of a student's identity. From different theoretical backgrounds, the papers examine which aspects of students' identities might enhance or diminish academic involvement and the valuing of achievement. Specifically, they study the impact of value orientations, ethnic as well as cultural background, and gender) on academic involvement. They highlight the importance of the perceived fit between an individual's identity related variables on the one hand and academic demands on the other hand, and how this congruence varies with the context a person is found in.