of anti-terror operations or the acceptance of terror groups and causal explanations, the impact of terrorism on human and natural disasters. 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 Natura, April NAA, 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 terrorist 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 crisis, including 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 the crisis; and implementing conflict resolution methods; and encouraging and supporting moderates over extremists. Recommendations are discussed in detail.

Does collective trauma affect individual processing of traumatic crises?
Garof, Ferdinande Hobbie, finland Läntheemäki, Virpi FPSP, Espoo, Finland

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

Listening to children's experiences of war and evacuation
Paalnen, 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 Shatilla 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 Storytelling 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 storytelling procedure created 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, behaviors and beliefs of school staff and heterosexual peers toward sexual minority youth; and specific school interventions and school factors 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 large statewide population-based survey of 55 high schools. Receiving social support from key adults, doing well in school, and attending a school with a gay-straight alliance were significantly associated with protective attitudes 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 involvement among bisexual adolescents in Canada and the U.S.
Saewyc, Elizabeth School of Nursing, University of British Columbia, Vancouver, Canada Homma, Yuko School of Nursing, University of British Columbia, Vancouver, Canada Sl我和, Carol School of Nursing, University of Minnesota, Minneapolis, USA Pettingell, Sandra School of Nursing, University of Minnesota, Minneapolis, USA Poon, Colleen Research, McCleary Centre Society, Vancouver, Canada

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 with a large sample size 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 (Cohorts 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
Horn, Stacey School of Education, University of Illinois, Chicago, IL, USA

This study investigates 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 out student 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
Szalecha, Laura College of Nursing, University of Illinois, Chicago, USA

This paper investigates faculty, staff and administrators' perceptions of the sexual diversity climate (SDC) at six Massachusetts secondary schools, based on the implementation of recommendations of the Safe Schools Program for Gay and Lesbian Students (SSP). Data were collected from 682 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 Ass., 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. Disparities 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 Tronnström, Cigdem Kagithici (chair)

This session 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 organization, dynamics, values, and conflicts and focal family relations across generations. The contributions serve to demonstrate the usefulness of a cross-cultural approach for the theoretical and methodological advancement of value and cultural studies.

Cultural patterns of exchange in kinship systems: Results from a comparative survey in eleven societies
Nauk, Bernhard Inst für Soziologie, Techn. Universitat Stuttgart, Germany

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 sociocultural dimensions of"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

Mayer, Boris Institut für Psychologie, Universität Konstanz, Konstanz, Germany Trommsdorff, Gisela Institut für Psychologie, Universität Konstanz, Konstanz, Germany 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 analysis. 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

Albert, Isabelle Faculty of Humanities, University of Luxembourg, Wollardange, Luxembourg Klemenz, Carola Department of Psychology, University of Konstanz, Konstanz, Germany Trommsdorff, Gisela Department of Psychology, University of Konstanz, Konstanz, Germany

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 positively oriented towards the realization 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

Brisset, Camille Dept. of Psychology, Université Victor Segalen, Bordeaux Cedex, France Sabatier, Colette Dept. of Psychology, Université Victor Segalen, Bordeaux Cedex, France Trommsdorff, Gisela Inst. für Psychologie, Universität Konstanz, Konstanz, Germany

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 aimed to investigate the predominant family model in Poland. The sample is part of the cross-cultural study “Value of Children and Intergenerational Relations” and included 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 predominant 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. In the present finding, we try to show how one may assign "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

Jahn, Georg Inst. für Psychologie, Techn. Universität Chemnitz, Chemnitz, Germany Huff, Markus Cybermedia, KMRC, Tübingen, Germany Schwan, Stephan Cybermedia, KMRC, Tübingen, Germany

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 180°-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?

Idriss, Sermin Faculty of Communication, Istanbul University, Vezneciler-Istanbul, Turkey

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 of TV viewing experience. The differences between first-time 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

D’yverwalle, Géry Dept. of Psychology, University of Lausanne, Lausanne, Belgium Sevenants, Alain Dept. of Psychology, University of Lausanne, Lausanne, Belgium

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 diagnostic advantages of intentional viewing, 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

Hecht, Helko Inst. für Psychologie, Universität Mainz, Mainz, Germany Kalkofen, Harman Inst. für Psychologie, Universität Göttingen, Göttingen, Germany

When a change of perspective is used in the midst of a causally connected 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 contained 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 Friese (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 investigate in which aspects of students’ identities might enhance or diminish academic involvement and the valuation 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 examining 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.