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Psychology as the Hub Science: Opportunities & Responsibility

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Book of Abstracts

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Preface

Dear authors, EFPA members and other participants of the 17th European Congress of Psychology, dear colleagues,

It is a pleasure and a privilege for the Slovenian Psychological Association to welcome you to ECP 2022 with the overarching theme of Psychology as a Hub of Science: Opportunities and Responsibility. Indeed, the main objective of the Congress is to provide a forum to review the wealth of international research findings, professional practices, and theories in light of the opportunities and responsibilities of psychology as a hub science in today's society. Given our diverse cultural environments, lack of social and economic security, climate crisis, current war hotspots, and mental health issues raised by the COVID-19 pandemic, psychology's contribution to society has never been more important. Therefore, we believe that ECP 2022 will be a stimulating venue to discuss current trends and groundbreaking research and advances in various areas of psychology and related disciplines from 71 countries worldwide, 35 of which are from Europe.

This Abstract Book demonstrates the high quality of EFPA's traditions, which has been and continues to be an important hallmark of the organisation over the past 40 years. Moreover, the abstracts show the many colours of European and international psychological knowledge from a scientific perspective and with practical applications. In addition to the 18 keynote lectures that will serve as hubs of psychological science during ECP 2022, we will network and deepen our understanding of specific topics in 22 invited and 40 regular symposia, 78 thematic sessions, 227 posters, 11 workshops, and 7 pro-and-con discussions. A total of 918 presentations will be made over three working days.

The content of the abstracts provides insight into the scope and quality of the professional and scientific work of psychologists. We must continue to learn from each other and from other sciences and professions, and to share our knowledge with them and with society. In this way, we will strengthen both our internal psychological network and the position of psychology and science in general in today's world.

*Mojca Juriševič,
on Behalf of the Scientific Programme Committee
June 2022*

Using the Global IDS-2 Data Set to Deepen the Understanding of Children's Cognitive and General Development

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S4-8-M3

In this global session authors and researchers involved in the worldwide adaptations of the Intelligence and Development Scales – 2 (IDS-2; Grob & Hagmann-von Arx, 2018) present their research and invite discussions about sharing international test standardization data. With a collaborative mindset, the international group of IDS-2 test authors and publishers offers researchers across the world an international set of data on every aspect of a child's development and cognitive abilities that is provided by the IDS-2. Resulting research will be presented in this symposium. After giving an overview of the assessment itself, the related data set and research topics currently addressed with it, we will present a selection of research based on the global IDS-2 data set on European norm samples. The symposium covers research on cognitive profiles in relation to neurodevelopmental disorders and in relation to cognitive and cultural complexity in groups with and without migration background as well as specific validity studies of the IDS-2, all contributing not only to the quality of assessing and diagnosing children and adolescents but also to the general understanding of the child's cognitive and general development. Finally, we will ask the audience to participate through discussion what possibilities the IDS-2 data set can offer professionals wanting to investigate cognitive and general development of children.

Global Test Development – Introducing the Intelligence and Development Scales – 2 (IDS-2) and Its Role in International Research Projects

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S4-8-M3

The Intelligence and Development Scales - 2 (IDS-2; Grob & Hagmann-von Arx, 2018) is a state of the art, comprehensive developmental instrument which is being adapted across the world. This international adaptations are realised with a close cooperation of all the IDS-2 authors, enabling us to build up a global data set on children's and adolescents cognitive and general development. This data set is provided to researchers across the world to deepen the insight in the assessed constructs of a child's development. After a short overview of the IDS-2 itself the project and the resulting data set is presented as an introduction to this Symposium presentations of international IDS-2 research projects.

IDS-2 and -V – Results Obtained by Polish Children

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S4-8-M3

The Intelligence and Development Scales - 2 (IDS-2; Grob & Hagmann-von Arx, 2018) and The Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V; Wechsler, 2014) are tools based on Cattell–Horn–Carroll theory (CHC). For this reason it can be expected that the results obtained in both of them will be similar. Therefore the question arises which scale the professional should choose. To confirm this hypothesis and find the answer to the question a comparison between general IQ from Polish adaptations of IDS-2 (Jaworowska & Matczak, 2019) and FSIQ from WISC-V (Stańczak et al., 2021) was made. IDS-2 and WISC-V were administered to 189 children in age 6–16 (M = 11.0; SD = 3.2; 100 females and 89 males). The study also included correlation analysis between factors and subtests of those tools. The correlation between general IQ from IDS-2 and FSIQ from WISC-V was 0.77. The average general IQ from IDS-2 was about 4 points higher than FSIQ from WISC-V and that difference was statistically significant. The differences between average scores in processing speed and visual processing factors from both scales were not statistically significant as opposed to those between verbal reasoning, abstract reasoning and short-term auditory memory (higher scores were observed in IDS-2). There were also patterns of higher correlations between corresponding factors from both scales. Despite the fact that both tools are based on CHC theory, we can observe some differences between the results obtained using each of them. Detailed results, explanations and practical implications regarding the choice of the tool will be presented during the presentation.

Executive Function in Children With and Without Developmental Coordination Disorder

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Developmental Coordination Disorder (DCD) is a specific learning difficulty related to the development of motor control and coordination skills. It has been reported that children with DCD also have difficulties with Executive Function (EF). EF is a set of skills relating to the monitoring and planning of behaviour that includes Working Memory, Mental Flexibility and Inhibition. Evidence suggests that performance-based tasks and questionnaires assess different aspects of EF skills. The aim of this study was a novel investigation to examine the EF performance of children with DCD using a combination of standardized performance tasks of EF, and parent and

teacher questionnaires to provide a broader understanding of difficulties in this area. Twenty-five children with DCD aged 6-10 years, plus 25 age and gender matched typically developing (TD) children completed the Intelligence and Development Scales for Children and Adolescents 2nd Edition (IDS-2) EF component, and all parents completed the Behaviour Rating Inventory of Executive Function 2nd Edition (BRIEF-2). Teachers for 16 children with DCD, and 13 TD children also completed the Teacher BRIEF-2. Compared to TD peers children with DCD had poorer performance on the IDS-2 EF tasks that had a focus on Inhibition and Mental Flexibility. Children with DCD had poorer scores on all areas of the BRIEF-2 Parent questionnaire, and 6 out of 8 areas assessed on the BRIEF-2 Teacher questionnaire. Children with DCD have difficulties with EF, apparent on standardised performance tasks and questionnaires. However, group differences were not found across all measures. Although all children with DCD displayed difficulty on some EF measures, individual variation demonstrates the importance of routine assessment using a range of measures. Further work is needed to better understand the status/role of EF difficulties in DCD and links between the EF and motor difficulties.

Measurement Invariance of IDS-2 as a Function of Cognitive and Cultural Complexity Among Groups With and Without Migration Background

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In this contribution the intelligence scale of the test Intelligence and Development Scales 2 (IDS-2) has been analyzed for children and adolescents with and without migration background. The aim is to prove measurement invariance of the IDS-2 intelligence scale as expressed by comparison of the factor structures in both migrant and non-migrant groups. In addition to test bias, item bias for both groups and all subtest items has been assessed. Finally, performance differences between the migrant and non-migrant groups of children have been analyzed in relation to cultural and cognitive complexity of IDS-2 subtests. IDS-2 standardization and validation data for Switzerland, Germany and Austria comprising of 2,030 participants has been analyzed with factor analyses separately for both groups with and without migration background. For the assessment of item bias correlation of the rankings of item difficulties in both groups has been ascertained. Cultural complexity measures of the IDS-2 subtests have been operationalized with the ratings by 26 psychology masters' students. Verbal complexity has been measured as the number of words in a subtest. The results are expected to demonstrate an equivalent factor structure in both groups. Item bias is presumed to exist for the items in the IDS-2 subtests which are highly language- and/or culture dependent. Performance differences between the migrant and non-migrant groups are expected to be better predicted by the cultural than by the cognitive complexity. In conclusion, IDS-2 measures the same cognitive abilities

in different groups of children and adolescents. When using IDS-2 for assessment of children and adolescents with migration background results need to be considered carefully in light of the cultural and verbal complexity of some of the subtests.