

routine activities). A total of 503 undergraduates were instructed to recall their early-to-middle adolescence periods (from elementary school to junior high school) when answering the questionnaires. The perceived level of collective efficacy and the frequency of exposure to violence in the communities they belonged to were assessed using self-report items. Positive and negative aspects of social information-processing were assessed by social rule appropriateness, normative beliefs about aggression and cognitive distortion scales. The level of self-regulation was assessed by using the social self-regulation scale. Routine activities were assessed through memories of unstructured socializing activities during high school years. Antisocial tendencies were assessed based on the estimation of the seriousness of the delinquent behaviours of the respondents, along with their experiences in the past. The results of structural equation modeling revealed that the effect of collective efficacy on antisocial tendency was perfectly mediated by social information-processing and self-regulation (i.e. socialization indices); further, the frequency of exposure to violence was found to be partially mediated by routine activities. These findings provide evidence that high informal control (i.e. collective efficacy) fosters community level socialization and eventually decreases the likelihood of antisocial behaviour. On the other hand, the lack of informal control within the community (i.e. social control dysfunction) increases the crime rate of the area as well as the likelihood of children engaging in unstructured and antisocial behaviours. Future research in this area should include longitudinal investigations and community level analyses.

Keywords: *antisocial behaviour, social control, collective efficacy, social information-processing, self-regulation*

Efficacy of neurofeedback as a treatment for executive dysfunction: Establishing best practice from clinical evidence

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The primary aim of the present study was to investigate the clinical utility and ecological validity of neurofeedback (NFB) in an Australian

sample, effectively contributing to the recognition of NFB as an evidence-based practice. It was anticipated that this study would demonstrate improvements in the core symptoms of executive dysfunction (poor behavioural and metacognitive self-regulation) following NFB intervention. The present study also aimed to investigate the minimum number of neurofeedback training sessions required to demonstrate significant improvements as indicated by client reports and quantitative measures. The secondary aim of the study was to establish the viability of using clinical data for longitudinal studies to investigate the retention of NFB treatment effects. Participants were patients seen at a private clinician's practice in Toowoomba, Australia. The participant pool consisted of both males and females aged between 6 and 12 years. They were referred to the clinic by their general practitioner or primary caregiver(s) and received treatment on a fee for service basis. The participants were assessed to be demonstrating symptoms of executive dysfunction, predominantly associated with developmental disorders of childhood such as ADHD, PDD, or Anxiety. Some of the participants were on an existing treatment plan of psychostimulant medication while others were seeking psychological intervention as a non-invasive method of treatment. At the time of consultation, the clinician obtained informed consent in writing for data to be de-identified and collated in the event of a future study. All participants engaged in at least one session of neurofeedback training within the past two years. The study is currently in progress.

Keywords: *neurofeedback, behavioural self-regulation, meta-cognition, executive dysfunction, developmental disorders*

Effort counts and achievement goal matters: Patterns of credit and blame in pursuit of achievement in a Chinese society

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Previous research indicates that more credit is given to academic success whereas less blame is assigned to failure. This study argues that patterns of credit and blame may vary with levels of effort and types of achievement goals.