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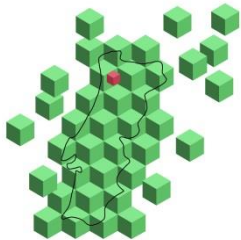
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PROGRAM AND ABSTRACTS



following measures were administered: the Child Behavior Checklist (CBCL) in order to identify problem behaviors (Achenbach & Rescorla, 2001); Conners Rating Scale-Revised (CRS-R; Conners, 1997) to assess psychopathology; the Depression and Anxiety in Youth Scale (TAD; Newcomer, Barenbaum & Bryant, 1995) and the Aggressive Behavior Questionnaire (Little, Jones, Henrich & Hawley, 2003). Results indicated that rejected children reported higher levels of internalizing symptoms, in particular depression and anxiety, as well as more externalizing problems such as aggressiveness. Parents and teachers however, tended to only focus on externalizing behaviors, ignoring the internalizing symptoms.

354. Being bullied students and development: Collaborative study Brazil-Portugal

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The bullying studies in Brazil are recent and there is no comparable its context with other countries. In this sense, this study investigates individual attributes and attributes of relationships in a bioecological approach (Bronfenbrenner, 2011) concerning school bullying in two realities, with focuses on being bullied. The objective

was to identify the prevalence and characteristics of being bullied among Brazilian and Portuguese students according to age and school year. 182 students participated: 107 Brazilian and 75 Portuguese students attending the 5th and 6th grades. Data were collected through a self-applied questionnaire (Melin, 2012) and quantitatively analyzed using Fisher's Exact test ($r < 0.05$). The results indicate a high prevalence of students who are victims of bullying in both countries (24.3% in Brazil and 18.7% in Portugal). We identified a higher number of students male victims, but there were no significant statistical differences between the sexes ($r = 0.842$). Were also not identified significant differences for any type of aggression suffered between the two samples: physical ($r = 0.177$), verbal ($r = 0.147$) e and psychological ($r = 1.000$). Aspect that shows the universality of the phenomenon, present in different sociocultural contexts. But has not been established be have differences between the two groups of sample students from Brazil and Portugal on being bullied. Emphasizing the direct and indirect effects of the individual components and micro ecological systems, overlapped and related to other levels, interfere in the student being bullied process. And as a relational phenomenon, the bullying influences the development, health and teaching-learning process of school-aged children and adolescents. These aspects help in the understanding the phenomenon in Lusophone countries

contributing to the increase research in partnership and together to prevent school bullying among Portuguese-speaking students.

361. Moral disengagement, rumination, anger management, conflicts and psychological dating aggression: A Spanish study

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The studies on interpersonal violence have underlined the role of emotional and cognitive variables in the explanation of aggression and victimization, as moral disengagement, rumination and anger management. In relation to dating aggression and victimization, different studies have showed moderate associations among moral disengagement and aggression and victimization, among rumination and relational dating aggression, as well as direct links among self-efficacy in anger management and physical and psychological dating aggression. Moreover, in these associations the role of the couple context seems to be very relevant, as conflicts or satisfaction with the relationship. Starting from the literature, the aim of this study was to test an integrated model where moral disengagement, rumination and self-efficacy in anger management predicted psychological dating aggression, considering the meditational effect of couple conflicts.

435 students aged 14-19 (mean age 15.71, sd. 1.16- 47,9% male) from four high schools in Andalusia and Extremadura (south of Spain) were interviewed during class time regarding their involvement in psychological dating aggression, moral disengagement, rumination, self-efficacy in anger management and couple quality. A path analysis using multi-group approach across gender was executed. Results indicated that the model fitted the data well. No direct paths from self-efficacy in anger management and rumination to psychological aggression were found for both, boys and girls. In contrast, positive direct paths from moral disengagement and conflicts to psychological aggression were found in boys and girls. Moreover, a positive indirect effect of rumination to psychological aggression via moral disengagement and conflict was found, and a direct path from conflict to moral disengagement was found only for girls. These results underline the contextual nature of dating aggression and the interplay of cognitive variables in the explanation of the phenomenon. Implications for prevention programs are discussed.

364. Online control, online intrusiveness and online jealousy in adolescent: A cross-national study (Spain-Mexico)

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