



**31st International School Psychology  
Association Conference**

**Malta 7-11th July**

**SCHOOL PSYCHOLOGY  
FOR  
DIVERSITY**

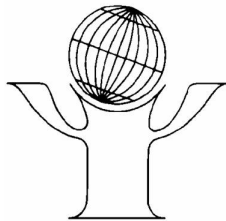
**Programme  
&  
Abstracts**

**31<sup>ST</sup> INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION  
CONFERENCE**

**MALTA  
7 -11 JULY 2009**

***SCHOOL PSYCHOLOGY FOR DIVERSITY***

Co-Hosted by



*International  
School Psychology Association*



*Malta Union of  
Professional Psychologists*

**CONFERENCE PROGRAMME  
&  
BOOK OF ABSTRACTS**

**CONFERENCE VENUE**

**THE DOLMEN RESORT HOTEL**

### **Student Engagement in Portuguese Schools: A National Project**

*Veiga, F.H., University of Lisbon, Portugal*

*Almeida, A., University of Minho, Portugal*

*Carvalho, C., University of Lisbon, Portugal*

*Janeiro, I., University of Lisbon, Portugal*

*Nogueira, J., University Nova of Lisbon, Portugal*

*Melo, M., University of Évora, Portugal*

*Festas, M.I., University of Coimbra, Portugal*

*Baía, S., University of Lisbon, Portugal*

*Caldeira, S. University of Açores, Portugal*

The objective of this project is to analyse student engagement in Portuguese schools (SEPS). The framework is linked to the “Exploring Student Engagement in Schools Internationally”. The team of researchers conceptualized 6 major studies to analyze the relations between SEPS and: contextual factors; personal factors; student’s outcomes; teachers’ representations; and effects on SEPS of specific intervention programmes. The sample is around 1200 students, from preschool to 10th grade. The results will allow a deeper knowledge of SEPS and an international comparison with other countries.

### **Relationship Between Levels and Dimensions of School Engagement and Teachers' Perceptions of Students in Romania**

*Zbaganu-Negovan, V., & Stanculescu, E.*

*University of Bucharest, Romania*

The aim of this analysis is to describe the relationship between the teachers' perceptions of students and the levels and dimensions of school engagement. Our sample consisted of 300 students (150 female and 150 male) whose mean age was 14.38 years. The results showed positive correlations (moderate, but statistically significant) between teachers' evaluation and students' cognitive and behavioural engagement, learning goal, performance approach goal, learning self-efficacy, perceived social support. Negative correlations were obtained between teachers' perceptions of students and students' perceptions of their autonomy, the level of their shame and sadness, their explanations of the academic performance by external factors (luck) and the peer aggression. The results confirmed our hypothesis: teachers' perceptions of students are related to the students' school engagement (cognitive and behavioural dimensions), to the motivational factors, and to the perceived teachers' and parents' support.

### **Is There a Relationship Between Levels of School Engagement and Pupils with Special Educational Needs?**

*Basnett<sup>1</sup>, J., & Farrell<sup>2</sup>, P.*

*<sup>1</sup>St Helens Council, England*

*<sup>2</sup>University of Manchester, England*

A key initiative underpinning the UK government's policy on the education of pupils with special educational needs (SEN) has been to increase opportunities for such children to be educated in mainstream schools. In this paper we compare the school engagement scores of SEN pupils with those of their peers. Over 300 pupils in one secondary school completed the questionnaires, around 20% of whom were