Response to Intervention (RTI) is a problem-solving process designed to help schools evaluate the learner from a holistic perspective. No longer schools have to wait for a child to fall so far behind their peers that the expectation to catch up becomes hopeless. RTI,
when effectively implemented, enables the school to provide empirically-based intervention at the point when a student first needs it, rather than waiting to a point where eligibility for Special Education becomes the primary question.

The Lexington Public Schools has adopted a Response to Intervention (RTI) model for elementary students who are experiencing academic or behavioral learning difficulties or a combination of the two. The multi-level model implemented includes a Tier 1 plan consisting of general education differentiation of curriculum and intervention groups based on students’ needs; a Tier 2 plan consisting of small homogenous groups of students who, by review of the data, did not respond to Tier 1 interventions and increased parental involvement; and a Tier 3 plan consisting of an interventionist working intensively with an individual student or with two children with similar needs for an extended period of time during the school day.

Program data evaluated at the end of the first year of implementation (2005-2006) indicated 18 initial comprehensive psychoeducational evaluations were conducted to determine eligibility to receive Special Education support (15 students were determined as eligible); second year data (2006-07) indicate nine initial evaluations (seven students were determined as eligible); and third year data (2007-08) indicated two initial evaluations were conducted (one student determined as eligible). Moreover, grade level efficacy data indicate gains in reading across all grade levels implementing the RTI model.

**GENDER AND AGE RELATED EFFECTIVENESS OF SOLUTION-FOCUSED APPROACH IN SCHOOLCHILDREN COUNSELLING**

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Explorations of SFBC model seem controversial; in addition, there still is lack of exploration of the efficiency of this model for teenagers.

The objective of the study is to evaluate the effectiveness of solution-focused brief counselling of schoolchildren in relation to their gender and age.

Three solution-focused interventional sessions with a client were conducted using the methodology described by De Jong & Berg, 1988 and De Shazer, 1988. 62 students aged 13 to 19 were consulted by using the solution-focused brief counselling method. The changes were evaluated by using a ten-point progress evaluation scale. Gender and age were included into the analyses.

85.2 per cent of the consulted students and 27.3 per cent of the comparison group showed improvement on the progress evaluation scale (p ≤ 0.05). Although no significant changes were found between girls and boys (p > 0.05), the elder students showed better improvement than the younger students (p ≤ 0.05).
The data confirmed that student counselling in a school setting based on the solution-focused approach is an efficient method improving the students’ capacity for solutions. When applying the solution-focused short term approach, equal possibilities to assist male and female students are present; however, opportunities to aid senior rather than junior students are greater.

CHARGING AND PRAYING OUR WAY INTO OBLIVION: POTENTIAL BARRIERS TO CLASS CONSCIOUSNESS IN THE UNITED STATES

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At a time when 37 million United States citizens live in poverty and massive tax breaks are being handed to the wealthiest of citizens, there is little doubt that there are serious economic divides in the U.S. However, there is a lack of congruence between how scholars conceptualize class and where lay people place themselves in a class schema; notably lower class citizens are likely to place themselves in a higher class than the one to which they really belong (Scott and Leonhardt 2005).

According to the World Values Survey (1999), 41.2% of U.S. respondents placed themselves in the Upper Middle Class, while only 27.6% placed themselves, respectively, in the Working Class. Comparatively speaking, in Sweden, the category with the highest respondent self-placement value is the Lower Middle Class, at 38.9%. Clearly, a larger share of Americans believes they are doing quite well economically. The United States has seen a decline in unionization and other forms of organization on the behalf of workers. On many measures of social democracy the United States falls on the other end of the spectrum in comparison to Sweden. Why is this the case?

This research explores the possible barriers to the development of class-consciousness among members of the working class in the United States. Using World Values Survey data and quantitative analysis, this research examines religion, consistent with Marxian theory, as an opiate of the masses, and applies this theory to a more contemporary phenomenon: the use of credit. The data shows that compared to Sweden, the United States demonstrates lower location awareness on subjective measures of social class. Further analysis shows that the people in the United States claim to find more comfort in religion than do people in Sweden. Additionally, people in the United States borrow more money (use credit) at a significantly higher rate. The data support significant correlations between location awareness, comfort in religion, and credit use between these two nations.
WIRED TRUTH: THE SYMBOLIC-INTERACTION EXCHANGE OF SOCIALLY CONSTRUCTED REALITIES

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The Internet is transforming society on macro and micro levels simultaneously. Current investigation shows a lack of quantitative and qualitative research that looks at Internet interaction levels, that is, how the Internet is influencing peer networks, social bonding, identity, political views, trust levels, and numerous other social outcomes.

Theoretical explanations for these important social transformations are absent; Symbolic Interactionism theories, as well as Top Down/Bottom Up theories of Globalization call for modifications to illuminate these changes. Among important outcomes previously overlooked is the influence of the Internet on a user’s sense of control. The Internet allows its users control over information presented about themselves regardless of stigma or social location.

This study used quantitative analysis to test the relationship between sense of control and the increased use of online communication devices such as blogs, photo sharing, online news groups, and emails in a cross-sectional sample of 2,822 Internet users. Findings show that a sense of control does significantly increase with the use of online communication devices. The ability to guide or manage one’s own impression management and performance on the Internet results in a belief that one has control. This study is part of a growing body of research concerning the rapid diffusion of different modes of communication affecting social interaction with the creation of a computer generated social reality. Will this sense of control carry over beyond Internet use? It contributes to future research by illuminating how the level of sense of control among Internet users is central to creating a global social reality.

THE ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGISTS: A GLOBAL PERSPECTIVE

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There are many benefits for studying and researching international school psychology. Some of these benefits are learning from one another, deepening our cultural views, and expanding the knowledge base from the research generated. School psychology has become a profession known all around the globe and understanding the characteristics, training, roles, responsibilities, challenges, and research interests of school psychologists is increasingly important as the profession continues to develop in many countries.
The purpose of this study is to discuss the findings on preparation of school psychologists and their roles/functions in 43 countries around the world using a meta-analysis performed on 43 articles compiled in *The Handbook of International School Psychology* (Jimerson, Oakland, & Farrell, 2007). There were many surprising findings. One of these findings was that approximately 85% had entry level of school psychologists as Master’s Degree compared with approximately 12% Bachelor’s Degree entry level. Another finding was that Bachelor’s Degree school psychologists assumed significantly more roles/functions ($M = 6.4$) compared with Master’s ($M = 4.6$), $p < .05$. Finally, Master’s Degree school psychologists placed significantly ($p < .05$) more emphasis on consultation and testing/evaluation roles while Bachelor’s Degree school psychologists placed significantly ($p < .05$) more emphasis on counseling, prevention, and program development.

**PATIENTS’ SUBJECTIVE COMPLAINTS AND EVALUATION OF LIFE DURING INPATIENT TREATMENT OF DEPRESSION**

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The study analyses patients’ subjective complaints and subjective evaluation of life, and seeks to evaluate changes and relationships of these phenomena during inpatient treatment of depression, stressing the importance of subjective experience in understanding the burden of the illness, resources for recovery and treatment outcomes. The study seeks to analyze the structure of depressed patients’ subjective complaints, as well as to evaluate the utility of the subjective evaluation of life for treatment outcome evaluation.

195 depressed inpatients were assessed at the beginning of the treatment and at the time of discharge, using measures of subjective depressive complaints (Pranckevičienė, Goštautas, 2007), subjective quality of life (WHOQOL-Bref) and other clinical and sociodemographic data. The results of the study show that additional attention to psychological and somatic components of patients’ subjective complaints is useful and complements the analysis of depressed inpatients’ recovery process. The subjective evaluation of life should be interpreted as a more generic measure of consequences of depression, but not as a measure of depressed inpatient’s recovery resources. The results validate the need of psychological interventions during inpatient treatment.