

ABSTRACT FORM (Type single space. Use full width of frame)

Title (Capital letters) Type of contribution (circle) E, P, T

Exchange Committee Workshop

Author (s), institution, city, country

Exchange Committee Members

Are you interested in making more and better personal contact with other ISPA members? Did you join ISPA because you wanted to be part of a larger world community of psychologists working for children in the schools? Then we hope you'll come hear members of the Exchange committee explain how we're working to:

Locate ISPA members interested in exchange and put them in touch with members with similar interests.

Build networks of personal communication among ISPA members (pen pals).

Find ways for members to have satisfying contact with each other.

Develop opportunities for visits, professional contacts, and long-term job exchanges among the worldwide community of school psychologists.

Identify human resources in ISPA who can aid the worldwide community of school psychologists.
Develop a network of liaison representatives to encourage exchange in each ISPA member nation.

Come meet us, hear about our exciting work, and learn how you can join with us. You'll be welcome!

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PERSONAL CONCEPTION OF INTELLIGENCE:
DIFFERENCES WITH AGE AND SOCIAL STATUS

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Personal conception of intelligence theory, developed by Dweck *et al.*, is particularly useful to explain differences in school achievement or vocational choices. The purpose of this study is to extend the results of Dweck's research to older pupils and other social groups. Indeed, Dweck's studies essentially stress differences in personal conception of intelligence during childhood and pre-adolescence, and in pupils from low SES. This study explores the evolution of such differences during adolescence and whether they vary with social status. The personal conception of intelligence are assessed by an 26 item questionnaire whose psychometric qualities have been previously established. The sample includes 650 pupils of both sexes, from 5th to 11th grades, belonging to low, average and high SES. Results of multifactorial analyses of variance emphasize the influence of social context on psychological development.