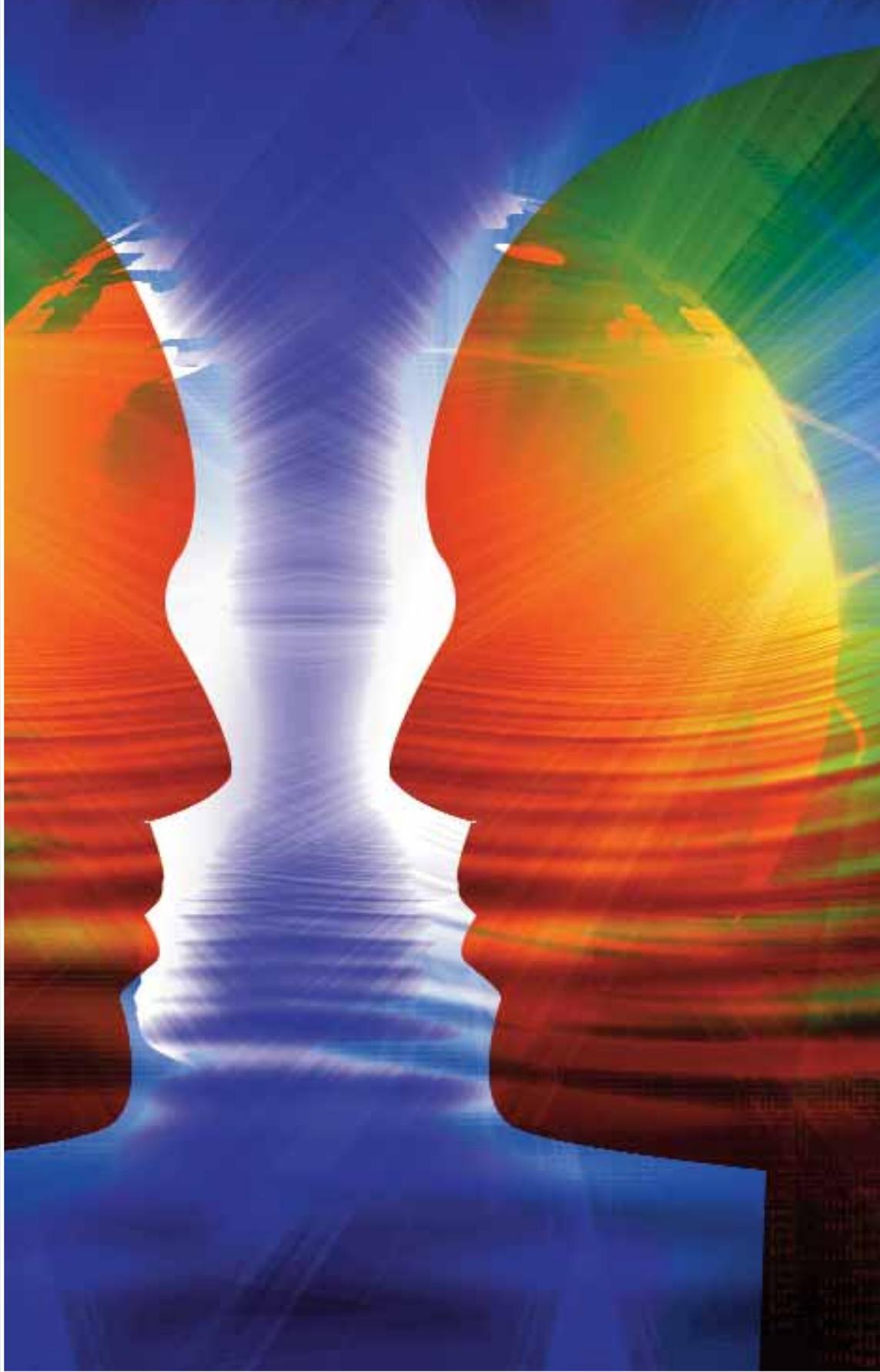


# AATP TODAY

The Magazine of the Association for the Teaching of Psychology



February 2010



## INSIDE

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Growth of Psychology in India  
The Psychology of Terrorism

# THINK PSYCHOLOGY THINK BANGOR

The School has one of the largest student cohorts in the UK and this, combined with 2008 RAE results that placed the department 7th (out of 76) in the UK, provides students with a unique combination of quality and quantity. Our teaching has been assessed as 'Excellent' and is combined with innovative and extensive pastoral care all set in a vibrant, friendly city located amongst some of the most beautiful scenery in the UK.

**"...the School of Psychology at Bangor is producing some of the best quality psychology graduates in the UK."  
External Examiner's Report**

## School Facts

- Teaching Quality Assessment award of 'Excellent' (highest possible).
- Bangor is prominent in independent student support and satisfaction surveys.
- Two-thirds of our students graduate with a 1st or 2:1.
- The Research Assessment Exercise of 2008 saw Bangor Psychology rated 7th (out of 76) for research power.

## Key Facts about the Institution

The University has topped UK wide independent polls for its student support, has a long history of academic excellence and offers accommodation to all first year students. Bangor has excellent transport links; Birmingham, Leeds, Carlisle, Dublin and even the outskirts of London are accessible within three hours. The large student union, student-focused nightlife, outdoor pursuits, sporting activities, low living costs and low crime-rate make Bangor an ideal student city.

## Entry Requirements

The School operates an admissions policy based on the principles of both excellence and accessibility. Typical offers are between 300-260 points. Actual offers will vary dependent on individual circumstances although this will not disadvantage students at confirmation. GCSE Maths is required and Biology/Science is also very useful.

## Undergraduate Courses: (BPS Accredited)

- BSc/BA Psychology
- BSc Psychology with Clinical & Health Psychology
- BSc Psychology with Neuropsychology
- BSc Psychology with Child and Language Development

[www.bangor.ac.uk/psychology](http://www.bangor.ac.uk/psychology)



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## FROM THE EDITOR

Firstly I would like to thank everyone who has been involved in the development and the creation of the new magazine style. You have all been wonderful. Your continued support has been amazing and I hope that now in 2010, you will continue that support

and continue to contribute to everything that makes the ATP great.

Secondly, Happy New Year everyone. 2010 looks set to be an interesting one with the summer being the end of the first new style exams following the specification change. There seems to be a positive move forward in Psychology with some really interesting research coming out and I for one am looking forward to it.

As part of an on-going evaluation process, the ATP is looking to gain some feedback on the recent changes made to the ATP

magazine. Together with Phil Banyard, I have put together a survey designed to get some valuable feedback from you, our readers and contributors. This is your opportunity to say exactly what you think of the new magazine and have a direct effect on what is put into the next edition as the magazine is tailored around you, the reader.

Please take five minutes to complete this valuable survey for us using the following link: [www.surveymonkey.com/s/BK8L2G2](http://www.surveymonkey.com/s/BK8L2G2). I have also posted this link on the ATP forum site for you to access. Furthermore, if you are interested in contributing to the ATP, please check the article in the Notices section regarding writing articles and advertisements for the ATP.

Happy New Year.

Laura

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## FROM THE CHAIR

Happy New Year to all ATP members! 2009 was an exciting year for the ATP, the Annual Conference at Exeter University was a fantastic success, a new user friendly website and efficient database were devised and our wonderful new magazine was

launched. Special thanks to all the people who were involved and worked very hard on these successful ventures.

2010 is shaping up to be an even more successful year. On Saturday 6th February the Annual ATPS (ATP Scotland) Conference will be held at the Stirling Management Centre see [www.atps.org.uk](http://www.atps.org.uk) for further details. A CPD event is being organised for NQTs and those new to teaching psychology on Saturday 6th March, see [www.theatp.org](http://www.theatp.org) for further details. EFPTA (European Federation of Psychology Teaching Associations) invites you to join them in Bratislava on Friday 16th-Saturday 17th April for

their spring conference. Please email Joe Cocker for further details: [joegcocker@googlemail.com](mailto:joegcocker@googlemail.com). Last, but by no means least the Annual ATP Conference will be held at Keele University Friday 2nd July - Sunday 4th July. See [www.atpconference.org.uk](http://www.atpconference.org.uk) to book your place. The venue has been changed due to problems with the University of Brunel outside of our control and the dates rearranged in response to feedback from delegates suggesting it was becoming increasingly difficult to obtain time out of the classroom.

The ATP is committed to providing you, the membership, with the highest quality service. Please let me know if you have suggestions of how best we can serve you. Don't forget to let us know of any changes to your contact details, including up to date email addresses, so we can keep you informed about the latest ATP news. Finally, please recommend us to your fellow psychology teachers. Together we are a strong, vibrant and supportive community.

Deb Gajic

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## MEMBERSHIP UPDATE

*A big thank you to all our Members for bearing with us over the new database changes. The system is now fully up and running in a much more efficient way.*

### Payment

PayPal is our preferred payment method for all new Members as it is the most efficient method and enables us to keep our costs down. If new Members want to pay by standing order they will need to e-mail me for a form and, although we are trying to phase out cheque payments, it is still possible to pay by cheque for the time being: please e-mail Jackie Moody (details below). The annual membership fee is £25.00 by Paypal and Standing Order, £30.00 for cheque payment (to reflect the extra administration costs involved) and £5.00 if you qualify for student membership.

### Membership numbers

You can access your details on the website and obtain your membership number.

### New Members

In order to improve the services to our Members, we would like our membership to grow. If you know any psychology teachers colleagues and friends, who may want to join, please encourage them to join and give them our website address: [www.theatp.org.uk](http://www.theatp.org.uk)

### Change of details and membership queries

If any of your details have changed please e-mail me to make the corrections on the database. If you need to speak to me regarding any other membership query, please ring me.

Best wishes for the New Year.

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# Next generation learning: USING TECHNOLOGY TO HELP RAISE TEACHING STANDARDS

The Government's Assessment for Learning Strategy has called for schools to embrace formative assessment and places personalised learning at the heart of the classroom. The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise 'all learner' capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one-to-one approach). The key challenge is to identify the best learning resources available to help teachers engage with pupils and build an in-depth understanding of each child's learning needs.

Visualisers can be used as a tool to personalise learning and thus facilitate Assessment for Learning within lessons since they can address the following formative practices simultaneously:

- Questioning and dialogue
- Feedback and reporting
- Peer and self-assessment
- Formative use of summative tests

With regard to self-assessment, they allow for reflection on what has been learnt and judgement of one's own work against a set of criteria as outlined by the objectives. In terms of self-evaluation, they develop each learner's understanding of how they are learning as opposed to what they are learning. As such, students are 'learning to learn' (the key concept underlying the Personal Learning and Thinking Skills framework new National Curriculum).

Since examination technique forms such a large part of success in Psychology examinations, learners need to have a view of levels of understanding required of them as applied to the assessment of the material they produce. This can be achieved through the use of mark schemes (exam board or teacher created). They also need to understand the nature of examination questioning. This needs to be consistently addressed throughout the course during every lesson and can be done in a variety of ways including the following:

- Integrating assessment objectives into learning objectives within each SOW;
- Continually referring to these objectives throughout the lesson in relation to outcomes;
- Looking at how the learning will be assessed through reference to assessment questions and analysis of these in terms of assessment objectives;
- Work on understanding the language used in questions (teaching students about the relationship between the cognitive objectives in Bloom's Taxonomy and assessment objectives): Assessment objectives in all subjects reflect the various cognitive domains of Bloom's Taxonomy. 90% of KS2-4 tests follow the bottom three stages. KS5 tests incorporate the top levels;
- Formative use of summative tests;
- Formative assessment of homework/class tasks;

- Model answers (teacher created);
- Model answers (displaying exemplar work of learners);
- Analysis of returned formal examination scripts (permission needed from candidate);
- Creating model answers as a class: improvement of an existing piece – use of '3 stars and a wish';
- Creating exemplar answers as a class from scratch – use of writing frames;
- Teacher exemplar answer with marking column down the side, teacher to model examiner's marking and all class to annotate as if they were an examiner rigorously annotating the work;
- Analysing steps in thinking.

## Benefits of Visualisers

- Enrich teaching
- Transform the learning environment
- Simplicity to use
- Cost-effective – sustainability in terms of photocopying
- Enhancing and adapting existing teaching methodology – just an addition to your toolkit
- Accessible
- Innovative – future now

## Cost

Around £440

View the following clip for further information/a demonstration:  
[www.youtube.com/watch?v=e4fpOf6zUOQ](http://www.youtube.com/watch?v=e4fpOf6zUOQ)

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# Theories of THE AUTISTIC MIND

## Simon Baron-Cohen

*The challenge has been to explain all of the features of autism, across all individuals on the autistic spectrum. After 25 years of careful testing, Simon Baron-Cohen concludes that 'mindblindness' or difficulties with empathy can explain the social-communication difficulties in autism, whilst the newer concept of 'hypersystemising' can explain the areas of strength in autism: excellent attention to detail, and unusually narrow interests.*

Classic autism and Asperger's syndrome both share three core diagnostic features: difficulties in social development, and in the development of communication, alongside unusually strong, narrow interests and repetitive behaviour. Since communication is always social, it might be more fruitful to think of autism and Asperger's syndrome as sharing features in two broad areas: social communication, and narrow interests/repetitive actions. As for distinguishing features, a diagnosis of Asperger's syndrome requires that the child spoke on time and has average IQ or above.

Today the notion of an autistic spectrum is no longer defined by any sharp separation from 'normality' (Wing, 1997). The clearest way of seeing this 'normal' distribution of autistic traits is using the Autism Spectrum Quotient (or AQ) (Baron-Cohen et al., 2006; Baron-Cohen, Wheelwright, Skinner et al., 2001). This is a screening instrument in the form of a questionnaire, either completed by a parent about their child, or by self-report (if the adult is 'high-functioning'). There are 50 items in total, and when administered to a large population the results resemble a 'normal distribution'. Most people without a diagnosis fall in the range 0–25; most with a diagnosis of an autism spectrum condition fall between 26 and 50. Of those with an autistic spectrum condition, 80 per cent score above 32, and 99 per cent above 26. So the AQ neatly separates the groups – 93 per cent of the general population fall in the average range of the AQ, and 99 per cent of the autistic population fall in the extreme (high-end) of the scale.

In the general population, males score slightly (but statistically significantly) higher than females. Since autism spectrum conditions are far more common in males than in females (classic autism occurs in four males for every one female, and Asperger's syndrome occurs in nine males for every one female), this may suggest that the number of autistic traits a person has is connected to a sex-linked biological factor – genetic or hormonal, or both (Baron-Cohen et al., 2005; Baron-Cohen et al., 2004). These two aspects – the autistic spectrum and the possibility of sex-linked explanations – have been at the core of my research and theorising over recent years.

### The mindblindness theory

In my early work I explored the theory that children with autism spectrum conditions are delayed in developing a *theory of mind*

(ToM): the ability to put oneself into someone else's shoes, to imagine their thoughts and feelings (Baron-Cohen, 1995; Baron-Cohen et al., 1985). When we mindread or mentalise, we not only make sense of another person's behaviour (why did their head swivel on their neck? Why did their eyes move left?), but we also imagine a whole set of mental states (they have seen something of interest, they know something or want something) and we can predict what they might do next.

The mindblindness theory proposes that children with autism and Asperger's syndrome are delayed in the development of their ToM, leaving them with degrees of *mindblindness*. As a consequence, they find other people's behaviour confusing and unpredictable, even frightening. Evidence for this comes from difficulties they show at each point in the development of the capacity to mindread:

- A typical 14-month-old shows joint attention (such as pointing or following another person's gaze), during which they not only look at another person's face and eyes, but pay attention to what the other person is interested in (Scaife & Bruner, 1975). Children with autism and Asperger's syndrome show reduced frequency of joint attention, in toddlerhood (Swettenham et al., 1998).
- The typical 24-month-old engages in *pretend play*, using their mind reading skills to be able to understand that in the other person's mind, they are just pretending (Leslie, 1987). Children with autism and Asperger's syndrome show less pretend play, or their pretence is limited to more rule-based formats (Baron-Cohen, 1987).
- The typical three-year-old child can pass the *seeing leads to knowing* test: understanding that merely touching a box is not enough to know what is inside (Pratt & Bryant, 1990). Children with autism and Asperger's syndrome are delayed in this (Baron-Cohen & Goodhart, 1994).
- The typical four-year-old child passes the 'false belief' test, recognising when someone else has a mistaken belief about the world (Wimmer & Perner, 1983). Most children with autism and Asperger's syndrome are delayed in passing this test (Baron-Cohen et al., 1985).
- Deception is easily understood by the typical four-year-old child

(Sodian & Frith, 1992). Children with autism and Asperger's syndrome tend to assume everyone is telling the truth, and may be shocked by the idea that other people may not say what they mean (Baron-Cohen, 1992; Baron-Cohen, 2007a).

- The typical nine-year-old can figure out what might hurt another's feelings and what might therefore be better left unspoken – *faux pas*. Children with Asperger's syndrome are delayed by around three years in this skill, despite their normal IQ (Baron-Cohen, O'Riordan et al., 1999).
- The typical nine-year-old can interpret another person's expressions from their eyes, to figure out what they might be thinking or feeling. Children with Asperger's syndrome tend to find such Wheelwright, Scahill et al., 2001), and the same is true when the adult version of the test is used. Adults with autism and Asperger's syndrome score below average on this test of advanced mind reading (Baron-Cohen, Wheelwright, Hill et al., 2001).

A strength of the mindblindness theory is that it can make sense of the social and communication difficulties in autism and Asperger's syndrome, and that it is universal in applying to all individuals on the autistic spectrum. Its shortcoming is that it cannot account for the non-social features. A second shortcoming of this theory is that whilst mind reading is one component of empathy, true empathy also requires an emotional response to another person's state of mind (Davis, 1994). Many people on the autistic spectrum also report that they are puzzled by how to *respond* to another person's emotions (Grandin, 1996). A final limitation of the mindblindness theory is that a range of clinical conditions show forms of mindblindness, such as patients with schizophrenia (Corcoran & Frith, 1997) or narcissistic and borderline personality disorders (Fonagy, 1989), or children with conduct disorder (Dodge, 1993), so this may not be specific to autism and Asperger's syndrome.

Two key ways to revise this theory have been to explain the non-social areas of strength by reference to a second factor, and to broaden the concept of ToM to include an emotional reactivity dimension. Both of these revisions were behind the development of the next theory.

### The empathising-systemising (E-S) theory

This newer theory explains the social and communication difficulties in autism and Asperger's syndrome by reference to delays and deficits in *empathy*, whilst explaining the areas of strength by reference to intact or even superior skill in *systemising* (Baron-Cohen, 2002).

ToM is just the cognitive component of empathy. The second component of empathy is the response element: having an appropriate emotional reaction to another person's thoughts and feelings. This is referred to *affective empathy* (Davis, 1994). On the Empathy Quotient (EQ), a questionnaire either filled out by an adult about themselves, or by a parent about their child, both cognitive empathy and affective empathy are assessed. On this scale, people with autism spectrum conditions score lower than comparison groups.

According to the empathising systemising (E-S) theory, autism and Asperger's syndrome are best explained not just with reference to empathy (below average) but also with reference to a second psychological factor (systemising), which is either average or even above average. So it is the discrepancy between E and S that determines whether you are likely to develop an autism spectrum condition.

To understand this theory we need to turn to this second factor, the concept of *systemising* – the drive to analyse or construct any kind of system. What defines a system is that it follows *rules*, and when we systemise we are trying to identify the rules that govern the system, in order to predict how that system will behave (Baron-Cohen, 2006). These are some of the major kinds of system:

- *collectible* systems (e.g. distinguishing between types of stones or wood),
- *mechanical* systems (e.g. a video-recorder or a window lock),
- *numerical* systems (e.g. a train timetable or a calendar),
- *abstract* systems (e.g. the syntax of a language, or musical notation),
- *natural* systems (e.g. the weather patterns, or tidal patterns),
- *social* systems (e.g. a management hierarchy, or a dance routine with a dance partner)
- *motoric* systems (e.g. throwing a Frisbee).

In all these cases, you systemise by noting regularities (or structure) and rules. The rules tend to be derived by noting whether A and B are *associated* in a systematic way. The evidence for intact or even unusually strong systemising in autism and Asperger's syndrome is that, in one study, such children performed above the level that one would expect on a physics test (Baron-Cohen, Wheelwright et al., 2001). Children with Asperger's syndrome as young as 8–11 years old scored higher than a comparison group who were older (typical teenagers).

A second piece of evidence comes from studies using the Systemising Quotient (SQ). The higher your score, the stronger your drive to systemise. People with high functioning autism or Asperger's syndrome score higher on the SQ compared to people in the general population (Baron-Cohen et al., 2003). The above tests of systemising were designed for children or adults with Asperger's syndrome, not classic autism. However, children with classic autism perform better than controls on the Picture Sequencing Test where the stories can be sequenced using physical-causal concepts (Baron-Cohen et al., 1986). They also score above average on a test of how to figure out how a Polaroid camera works (Leslie & Thaiss, 1992), even though they have difficulties figuring out people's thoughts and feelings (Baron-Cohen et al., 1985; Perner et al., 1989). Both of these are signs of their intact or even strong systemising.

The strength of the E-S theory is that it is a *two-factor theory* that can explain the cluster of both the social and non-social features in autism spectrum conditions. Below-average empathy is a simple way to explain the social-communication difficulties, whilst average or even above average systemising is a way of explaining the narrow interests, repetitive behaviour, and resistance to change/need for sameness. This is because when you systemise, it is easiest to keep everything constant, and only vary one thing at a time. That way, you can see what might be causing what, rendering the world predictable.

When this theory first came out, one criticism of it was that it might only apply to the *high*-functioning individuals with autism or Asperger's syndrome. Whilst their obsessions (with computers or maths, for example) could be seen in terms of strong systemising (Baron-Cohen et al., 1999), surely this didn't apply to the low functioning individuals? However, when we think of a child with autism, many of the classic behaviours can be seen as a reflection of their strong systemising (see box overleaf).

Like the weak central coherence (WCC) theory (Frith, 1989), the E-S theory is about a different cognitive style (Happé, 1996). Like

that theory, it also posits excellent attention to detail (in perception and memory), since when you systemise you have to pay attention to the tiny details. This is because each tiny detail in a system might have a functional role. Excellent attention to detail in autism has been repeatedly demonstrated (Jolliffe & Baron-Cohen, 2001; O'Riordan et al., 2001; Shah & Frith, 1983, 1993). The difference between these two theories is that whilst the WCC theory sees people with autism spectrum conditions as drawn to detailed information (sometimes called local processing) for negative reasons (an alleged inability to integrate), the E-S theory sees this same quality (excellent attention to detail) as being highly

purposeful: it exists in order to understand a system. Attention to detail is occurring for *positive* reasons: in the service of achieving an ultimate understanding of a system (however small and specific that system might be).

Whereas the WCC theory predicts that people with autism or Asperger's syndrome will be forever lost in the detail, never achieving an understanding of the system as a whole (since this would require a global overview), the E-S theory predicts that over time, the person may achieve an excellent understanding of a whole system, given the opportunity to observe and control all the variables in that system. The existence of talented mathematicians

## Examples of systemising in classic autism and/or Asperger's syndrome (*italics*)

<b>Sensory systemising</b>	Tapping surfaces, or letting sand run through one's fingers	<i>Insisting on the same foods each day</i>
<b>Motoric systemising</b>	Spinning round and round, or rocking back and forth	<i>Learning knitting patterns or a tennis technique</i>
<b>Collectible systemising</b>	Collecting leaves or football stickers	<i>Making lists and catalogues</i>
<b>Numerical systemising</b>	Obsessions with calendars or train timetables	<i>Solving maths problems</i>
<b>Motion systemising</b>	Watching washing machines spin round and round	<i>Analysing exactly when a specific event occurs in a repeating cycle</i>
<b>Spatial systemising</b>	Obsessions with routes	<i>Developing drawing techniques</i>
<b>Environmental systemising</b>	Insisting on toy bricks being lined up in an invariant order	<i>Insisting that nothing is moved from its usual position</i>
<b>Social systemising</b>	Saying the first half of a phrase or sentence and waiting for the other person to complete it	<i>Insisting on playing the same game whenever a child comes to play</i>
<b>Natural systemising</b>	Asking over and over again what the weather will be today	<i>Learning the Latin names of every plant and their optimal growing conditions</i>
<b>Mechanical systemising</b>	Learning to operate the VCR	<i>Fixing bicycles or taking apart gadgets and reassembling them</i>
<b>Vocal/auditory/verbal systemising</b>	Echoing sounds	<i>Collecting words and word meanings</i>
<b>Systemising action sequences</b>	Watching the same video over and over again	<i>Analysing dance techniques</i>
<b>Musical systemising</b>	Playing the same tune over and over again	<i>Analysing the musical structure of a song</i>

with Asperger's syndrome, like Richard Borcherds, is proof that such individuals can integrate the details into a true understanding of the system (Baron-Cohen, 2003). It is worth noting that the executive dysfunction (ED) theory (e.g. Ozonoff et al., 1991) has even more difficulty in explaining instances of good understanding of a whole system, such as calendrical calculation, or indeed of why the so-called 'obsessions' in autism and Asperger's syndrome should centre on systems at all.

So, when the low-functioning person with classic autism has shaken a piece of string thousands of times close to his eyes, whilst the ED theory sees this as perseveration arising from some neural dysfunction which would normally enable the individual to shift attention, the E-S theory sees the same behaviour as a sign that the individual understands the physics of that string movement. He may be able to make it move in exactly the same way every time. When he makes a long, rapid sequence of sounds, he may know exactly that acoustic pattern, and get some pleasure from the confirmation that the sequence is the same every time. Much as a mathematician might feel an ultimate sense of pleasure at the 'golden ratio', so the child – even with low-functioning autism – who produces the same outcome every time with their repetitive behaviour, appears to derive some emotional pleasure at the predictability of the world. This may be what is clinically described as 'stimming' (Wing, 1997). Autism was originally described as involving 'resistance to change' and 'need for sameness' (Kanner, 1943), and here we see that important clinical observation may be the hallmark of strong systemising.

One final advantage of the E-S theory is that it can explain what is sometimes seen as an inability to 'generalise' in autism spectrum conditions (Plaisted et al., 1998; Rimland, 1964; Wing, 1997). According to the E-S theory, this is exactly what you would expect if the person is trying to understand each system as a *unique* system. A good systemiser is a splitter, not a lumpner, since lumping things together can lead to missing key differences that enable you to predict how these two things behave differently.

### The extreme male brain theory

The E-S theory has been extended into the extreme male brain (EMB) theory of autism (Baron-Cohen, 2002). This is because there are clear sex differences in empathising (females performing better on many such tests) and in systemising (males performing better on tests of this). Autism and Asperger's syndrome can be seen as an extreme of the typical male profile, a view first put forward by the paediatrician Hans Asperger. To see how this theory is effectively just an extension of the E-S theory, one needs to understand that the theory posits two independent dimensions (E for empathy and S for systemising) in which individual differences are observed in the population. When you plot these, five different 'brain types' are seen:

- Type E ( $E > S$ ): individuals whose empathy is stronger than their systemising.
- Type S ( $S > E$ ): individuals whose systemising is stronger than their empathy.
- Type B ( $S = E$ ): individuals whose empathy is as good (or as bad) as their systemising. (B stands for 'balanced').
- Extreme Type E ( $E \gg S$ ): individuals whose empathy is above average, but who are challenged when it comes to systemising.
- Extreme Type S ( $S \gg E$ ): individuals whose systemising is above average, but who are challenged when it comes to empathy.

The E-S model predicts that more females have a brain of Type E, and more males have a brain of Type S. People with autism spectrum conditions, if they are an extreme of the male brain, are predicted to be more likely to have a brain of Extreme Type S. If one gives people in the general population measures of empathy and systemising (the EQ and SQ), the results fit this model reasonably well. The majority of males (54 per cent) do have a brain of Type S, whereas the largest group of females (44 per cent) have a brain of Type E, and the majority of people with autism and Asperger's syndrome (65 per cent) have an extreme of the male brain (Goldenfeld et al., 2005).

Apart from the evidence from the SQ and EQ, there is other evidence that supports the EMB theory. Regarding tests of empathy, on the faux pas test, where a child has to recognise when someone has said something that could be hurtful, girls typically develop faster than boys, and children with autism spectrum conditions develop even slower than typical boys (Baron-Cohen et al., 1999). On the 'Reading the Mind in the Eyes' Test, on average women score higher than men, and people with autism spectrum conditions score even lower than typical males (Baron-Cohen et al., 1997).

Regarding tests of attention to detail, on the Embedded Figures Test, where one has to find a target shape as quickly as possible, on average males are faster than females, and people with autism are even faster than typical males (Jolliffe & Baron-Cohen, 1997). Recently, the extreme male brain theory has been extended to the level of neurology, with some interesting findings emerging (Baron-Cohen et al., 2005). Thus, in regions of the brain that on average are smaller in males than in females (e.g. the anterior cingulate, superior temporal gyrus, prefrontal cortex and thalamus), people with autism have even smaller brain regions than typical males. In contrast, in regions of the brain that on average are bigger in males than in females (e.g. the amygdala and cerebellum), people with autism have even bigger brain regions than typical males. Also, the male brain on average is larger than in females, and people with autism have been found to have even larger brains than typical males. Not all studies support this pattern but some do, and it will be important to study such patterns further.

In summary, the EMB theory is relatively new and may be important for understanding why more males develop autism and Asperger's syndrome than do females. It remains in need of further examination. It extends the E-S theory, which has the power to explain not just the social-communication deficits in autism spectrum conditions, but also the uneven cognitive profile, repetitive behaviour, islets of ability, savant skills, and unusual narrow interests that are part of the atypical neurology of this subgroup in the population. The E-S theory has implications for intervention, as is being tried by 'systemising empathy', presenting emotions in an autism-friendly format (Baron-Cohen, 2007b; Golan et al., 2006). Finally, the E-S theory destigmatises autism and Asperger's syndrome, relating these to individual differences we see in the population (between the sexes, and within the sexes), rather than as categorically distinct or mysterious.

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**Reprinted by the with the kind authorisation of Professor Simon-Baron Cohen, Jon Sutton of the BPS, The Psychologist and The Research Digest.**

# Growth of Psychology IN INDIA

## Rajshree Tewari

Well first of all a warm hi to all my fellow psychology teachers from another part of the world. I am Rajshree Tewari, and I teach psychology at the 11th and 12th grade in Bharatiya Vidya Bhavans Vidyashram, Jaipur, India. Last month Deb Gajic, the chairperson of the ATP, visited our school as part of our exchange programme. When she suggested, that I may write on this subject for ATP, I was thrilled. I am getting an opportunity to get connected with you all and also to tell you how your subject is doing in another part of the world. When I wrote the title and was wondering where to begin, I went down memory lane... right down to my student days. I remembered learning about the first psychology department in 1905 at Calcutta, first psychology lab in 1916, two great innovators who served the discipline, G S Bose and Durganath Sinha.

But this is not how I want you to make this journey. All this stuff one can easily find on the internet. So let us take a more personal route. Let me narrate one incident from my college days. I am referring to the 1980's (hey you there... kindly refrain from calculating my age!), so we all were given an EPPS test in our psychology class and were excited to know about our

personality. Guess what... most girls (including yours truly) got zero in heterosexual interest! Well we sure were normal teenagers, but we got that score clearly because the test was not culture fair. Having a boyfriend, going on a date, etc, was a total 'No No' during those days in India and hence the big zero! Still, we were using those tests because we still were learning to devise indigenous tests. Tests that would reflect Indian culture.

So I feel I have literally grown along with the growth of psychology in India. In those days, we were using books by Morgan and King, Baron, etc, most of the examples were alien to us. The subject was taken by few students and mainly girls. Most of them were not very interested in pursuing the subject further. It was just a stop gap before marriage. There were no interesting career options related to it either.

But by the time I started teaching the subject, the books by the Indian authors had started coming, especially at the undergraduate levels. The books also included topics which were typically Indian eg. 'Pleasures and pressures of Indian family'. By now I was in love with the subject and, it seemed, so was India. Psychology was gaining strength at lightning speed.



Most of our universities had a separate psychology department and also had research facilities. Currently it is one of the most popular subjects; in fact one has to compete to specialise in psychology. There are a plethora of career possibilities related to psychology in India now.

The subject is introduced at the Higher Secondary level (11th Std). It is offered in Science, Humanities as well as the Commerce stream. In 11th, the basic concepts of psychology are covered. So the topics are: What is Psychology? Methods in Psychology, Biological and cultural basis of Behaviour, Developmental Psychology, Attention and Perceptual processes, Learning, Memory, Thinking and Emotion. In 12th, the subject covers application based topics like Intelligence, Personality, Meeting Life Challenges, Abnormal behaviour, Therapies, Attitude and Social Cognition, Social Influences, Psychology and Social Life and being a psychologist.

Apart from the theory course we all have practical syllabus, where in 11th we do experiments related to attention span, transfer of span etc, and in 12th we use various psychological tests like intelligence, personality, adjustment, attitude, aptitude,

etc. Most of these tests have been developed in India itself. In 11th, students also make a project on one topic. The information is handwritten and beautifully presented with the help of pictures and designs (Deb will vouch for that). In 12th, apart from the tests, they also write one case study in detail. Thus these two years manage to give a comprehensive introduction of psychology to the student. If he or she gets interested in it, then he or she can pursue it at undergraduate level in college and then at the universities.

Now that the world has become a global village, many Indian teachers like me are willing to soak new information like a sponge. I am just getting into the psych exchange site and find myself glued to it for hours. I have also started incorporating it into my teaching. But I am still learning. I m sure you too will like to know about us, our culture and psychology as we see it. Do you want a taste of acculturation on one to one basis? Well I am ready to give you a peep into our society, or working on any joint projects? If yes, please don't hesitate and contact me on the following e-mail id: [rajshree.tewari@gmail.com](mailto:rajshree.tewari@gmail.com)  
Namaste!

# What Is ABNORMALITY?

## A Teaching Exercise

### Dr Julie Hulme

Senior Lecturer in Psychology, Staffordshire University

This exercise was given to me by a former colleague (Dr Terry Dovey) for use when teaching abnormal psychology; I'm afraid I don't know if it's a 'Terry original' or whether it's been passed along many times. However, I do know that it can be a very useful exercise for teaching as it can encourage students to think about what they mean when they describe someone's behaviour as 'normal' or 'abnormal'. It's interesting too because it stimulates

discussions about the way that students have categorised the words; they're often quite different from student to student, and again that can give some insight into individual differences, but similarities can occur, and as you'll see below, these are important too. I've worked through the exercise myself to show you how it's done, but try to have a go yourself before peeking as it will give you a better idea of how it works in the long run.

Place the following words into as many groups as you feel is necessary to accurately characterise them. Really think about them and your own abstract constructs, emotions and thoughts of the words. Make the 'logical' links between each of these but also use your individuality and what they mean to you.

Hammer	Tea	Brush	Bin	Radiator
Blanket	Lamp	Book	Paper	Pillow
Tree	Pick	Fork	Flower	Screw
Crystal	Chalk	Racket	Tie	Plank
Shirt	Glass	Water	Leather	Tin
Knife	Board	Stone	Fluff	Sand
White	Red	Blue	Yellow	Green

Once you have formed these groups, associate them to an occupation or type of person. Think of the characteristics of a person who would fit this occupation and give them a first name.

Here are my groups:

#### Group 1

Hammer  
Knife  
Pick  
Fork  
Board  
Stone  
Leather  
Tin  
Plank  
Racket

#### Group 2

Tree  
Crystal  
White  
Lamp  
Glass  
Flower  
Yellow  
Sand  
Green  
Tea  
Water  
Sand

#### Group 3

Blanket  
Pillow  
Radiator  
Fluff  
Red

#### Group 4

Shirt  
Chalk  
Blue  
Bin  
Paper  
Tie  
Book

**Group 1**

This is a carpenter called Jim; he's very practical and full of common sense. He can make something out of anything, and is very creative and good at solving practical problems.

**Group 2**

This is a mystic called Sky! She's into spiritual things, communing with nature, massage, aromatherapy, candles and other vaguely 'hippy-ish' things. She likes to spend time alone in remote beautiful places, contemplating the world. Sky is a bit of a philosopher, and has a strong sense of justice and fairness; she's very moralistic, although that doesn't make her necessarily conventional!

**Group 3**

This is a teddy bear called George; he's soft, cuddly, comforting and reassuring – and warm!

**Group 4**

This is a teacher called Charlotte; she's very professional and efficient, and decidedly studious. She's punctual, formal and polite. She's also crisp and tidy, communicates well but concisely, and is very proper.

As you can see, my groups are quite different from each other! Many people form three groups; one of the occupations has some form of protective role, another would be related to thinking and another will be very expressive.

These groups are representative of different aspects of your own personality. If you think about it you can see when each of these different parts of your own personality come to the fore. For example, when I am lying in bed needing to get up in the morning, Charlotte gets me up, George argues to stay and Jim mediates. Sky could take either side depending on why I need to get up!

What happens if they all fall out and stop talking to each other?

Or worse, what if they deny the existence of each other? If they have separate jobs, could they also be separate identities with different memories and experiences?

This task is designed to give you insight into dissociative identity disorder (DID; see PsychNet-UK, 2009). DID is also known as multiple personality disorder, a psychiatric disorder experienced by a minority of people, often following physical, and usually sexual, abuse in early childhood (97% of cases). The different personalities often involve similar roles to those described above. For example, patients will often have an identity that is strong and protective, usually a soldier, police officer or the like, another that is a problem solver, and another that is weaker and emotionally expressive. They can be of either gender or any age. Usually there is a dominant personality (known as the host) and the patient can switch, sometimes dramatically, between personalities at any time. It is possible to validate these claims using brain scanning techniques (for example, see Sheehan et al., 2005). However, it is possible to see that different 'personalities' exist in all of us, just not usually to a pathological extent.

This type of exercise can be performed by students and helps them understand how even the strangest of psychological disorders can come about. Doing the exercise is clearly not the same as DID, but it gives some insight into the ways in which supposedly abnormal, or pathological psychology, could be viewed instead as more extreme versions of normality.

**Related Web Resources:**

*Dissociative Identity Disorder.* PsychNet-UK (2009). Retrieved from [www.psychnetuk.com/dsm\\_iv/dissociative\\_identity\\_disorder.htm](http://www.psychnetuk.com/dsm_iv/dissociative_identity_disorder.htm) on 17 November 2009.

*Dissociative Identity Disorder and Temporal Lobe Involvement: Replication and a Cautionary Note.* Sheehan, W., Sewall, B. and Thurber, S. (2005). Case Report retrieved from <http://priory.com/psych/did.htm> on 17 November 2009.



# PORPHYRIA'S LOVER AND A MISGUIDED VIEW OF LOVE

OCR Forensic Psychology, a  
cross curricular lesson with  
6th form psychologists

*'A mother who drowned her 11-year-old son in the bath then attempted to kill herself after becoming severely depressed by her £290,000 debts was detained indefinitely under the mental health act yesterday... 'there is no question that she adored her son, but had got deeply into debt...'*  
*Justice Andrew Patience, Maidstone Crown Court.*

*The Independent - Saturday 3 October 2009.*

So that's alright then. At least she adored him, or did she? Love is expressed in so many different ways, yet some forms are only ever precious to the person who talks of it to himself, for no-one else could stomach it. Yesterday my friend, an English teacher at school, asked, if I as the Head of Psychology, could analyse this poem she was doing with her class. I was happy to give it a go. Then, later in the day another nice friendly English teacher, (she who runs the Christian union) also asked me to have a go at this poem, because she thought it was all about erotic asphyxiation. I was a little taken aback by this raunchy revelation, but was now determined to find something iffy about it or my reputation would be on the line. 'Porphyria's Lover' by Robert Browning was new to me. I am not an admirer of poetry books but was happy to read this as it was short, and about a murder.

### Porphyria's Lover

The rain set early in to-night,  
The sullen wind was soon awake,  
It tore the elm-tops down for spite,  
And did its worst to vex the lake:  
I listen'd with heart fit to break.  
When glided in Porphyria; straight  
She shut the cold out and the storm,  
And kneel'd and made the cheerless grate  
Blaze up, and all the cottage warm;  
Which done, she rose, and from her form  
Withdrew the dripping cloak and shawl,  
And laid her soil'd gloves by, untied  
Her hat and let the damp hair fall,  
And, last, she sat down by my side  
And call'd me. When no voice replied,  
She put my arm about her waist,  
And made her smooth white shoulder bare,  
And all her yellow hair displaced,  
And, stooping, made my cheek lie there,  
And spread, o'er all, her yellow hair,

Murmuring how she loved me—she  
Too weak, for all her heart's endeavour,  
To set its struggling passion free  
From pride, and vainer ties dissever,  
And give herself to me for ever.  
But passion sometimes would prevail,  
Nor could to-night's gay feast restrain  
A sudden thought of one so pale  
For love of her, and all in vain:  
So, she was come through wind and rain.  
Be sure I look'd up at her eyes  
Happy and proud; at last I knew  
Porphyria worshipp'd me; surprise  
Made my heart swell, and still it grew  
While I debated what to do.  
That moment she was mine, mine, fair,  
Perfectly pure and good: I found  
A thing to do, and all her hair  
In one long yellow string I wound  
Three times her little throat around,

And strangled her. No pain felt she;  
I am quite sure she felt no pain.  
As a shut bud that holds a bee,  
I warily oped her lids: again  
Laugh'd the blue eyes without a stain.  
And I untighten'd next the tress  
About her neck; her cheek once more  
Blush'd bright beneath my burning kiss:  
I propp'd her head up as before,  
Only, this time my shoulder bore  
Her head, which droops upon it still:  
The smiling rosy little head,  
So glad it has its utmost will,  
That all it scorn'd at once is fled,  
And I, its love, am gain'd instead!  
Porphyria's love: she guess'd not how  
Her darling one wish would be heard.  
And thus we sit together now,  
And all night long we have not stirr'd,  
And yet God has not said a word!

Most poetry seems to me to be vague and inaccessible but this seemed to read like a crime self-report written by a wordsmith, flowery but brutal; shock jock relish tempered with an all encompassing desire; a psychopath in love. Porphyria the worshipping girl is running towards her death. The weapon is her own hair, in the hands of the man who professes his love for her. According to a quick Internet check, scholars have held many ideas about what it's all about: ranging from the *News of the World* approach, that he was a serial killer who, post death, made friends with his victim, just like Jeffrey Darmer or Denis Neilson; to more sensitive souls in Victorian appreciation societies who suggest that the lover killed Porphyria as an act of mercy before she succumbed to the hideous madness of the disease of the same name which haunted and deranged King George III, not a sex crime at all. [www.victorianweb.org/authors/rb/porphyria/best1](http://www.victorianweb.org/authors/rb/porphyria/best1)

According to lovers of Victoriana, the nameless lover kills Porphyria to save her just like Jennifer Taylor, who in 2008 killed her son James to save him from a life of poverty. Apparently, the Judge surmised that in Mrs. Taylor's mind there was no other way out. Sadly she was unable to complete the second half of the task as self-mutilation and drug overdose did not help her dearest wish to succumb to death and join him. She now mourns him from a high security mental hospital.

Porphyria's lover strangles her with her own hair, in the first person narrative he assures us that she did not to feel any pain, and continued to love him throughout, after all she worshipped him, did she not?, How vain and grossly proud the lover seems in his surety, so sure indeed that he kills the blonde mistress, who ran to him on such a stormy night, so he can capture the precious private moment forever, like a butterfly collector preserving beauty at the cost of life. For as with butterflies life only brings decay whilst death allows preservation. Apparently it was the first of Browning's poems which dealt with abnormal psychology. There must be more; who knows what I might find out.

Some say it's all about saving someone from a worse fate of a living death by providing an actual one, and some say it's a dark tale of sexual depravity: the moment of death and love combined, like running your hands through long blond hair... and holding on a little too tightly.

Asphyxiophilia, the proper name or auto-erotic asphyxiation, (slang-scarfing) has been a popular, if rare and private pursuit for men since records began in the 17th century. I would imagine the -philia bit applies to the side effect of the self-administered noose, not love of the the actual noose itself. It was noted that some men who were strung up for their crimes were seen to die with an

inappropriate erection and it was not long before someone connected the lack of breath with a sturdy hard-on, the rest is history or hysteria. Many a tabloid has relished and rolled, like a dog in its own filth, in a story of a lonely postman or MP found with a rope round his neck and evidence of solitary pleasure by his side. Gritty editorial, describing how the mighty or the parochial had fallen and how the strength left them from all orifices are the occasional fodder of a newspaper without a decent story to print.

There are other clues about this poem, Porphyria is a disease of the nervous system, painful, nauseous and debilitating in its relentless stripping of the body of its security and composure, constipation and diarrhoea alternate, making the victim seem crazy. The original name for this poem was Porphyria (1836) but was changed to Madhouse Cells in 1842, which seemed appropriate and it was not renamed again until 1863. (Wikipedia 6/10/09)

It has also been linked with stories of vampires and werewolves as Porphyria is a disease of the blood. The pained faces of the damned who lived and died of this malady in times before medication, were kept pale by their avoidance of light, suffering from photosensitivity, and preferring the darkness of night rather than the glare of the sun. Paleness, death and vampires are just what 19th century poetry needed. Porphyria sufferers can sometimes have excessive hair growth on their foreheads; there's the werewolf low V shaped hairline for you, this is surely a disease that Hollywood horrors could not do without, let alone Victorian poets.

Famous people who may have suffered, apart from George III who died 16 years before this poem was written, were Vlad, the Impaler (the Dracula guy), Mary Queen of Scots, (no wonder she was so grumpy) and Nebuchadnezzar, the king of the Old Testament who got down on all fours and ate grass like an animal. (Wiki-Porphyria-7/10/09)

J T Best, the authors of [www.victorianweb.com](http://www.victorianweb.com) says of Browning's work that: from its onset, the interpretation of the poem began to suffer from obfuscation and misinterpretation, as the reason for Porphyria's death became more and more controversial.

Lovely word obfuscation. So it would seem that the English department's desire to dig the dirt and find out something deeper than the received wisdom is not a new escapade, but one of old. Now, however, the forensic desire for an alternative truth has enabled cross-curricular working and cooperation between departments so according to OFSTED, that can only be a good thing I am sure.

The speaker has convinced himself that she felt no pain; it was a rationalization that he must make inasmuch as he so deeply loved the woman he just killed that he could not possibly admit to her having suffered: [www.victorianweb.org/authors/rb/porphyria/best1](http://www.victorianweb.org/authors/rb/porphyria/best1)

It seems Porphyria's nameless lover knew her, as according to the first few lines she had visited him before. So there was some kind of relationship: she built up the fire, but then you don't have to be a lover to do that. You could be a servant, it could be your job to do that. He knew she felt no pain, so perhaps servants in the minds of the elite of the 18th century, being lower orders, were less sensitive, like slaves or farm animals? He fantasized she loved him maybe, but what Georgian or Victorian gent did not have fantasies about the servants? Or at least that's my fantasy about their fantasies.

This poem has been the subject or object of much discussion over the past 150 years and still inspires writers today. Maggie Power wrote and published a popular historical novel called *Porphyria's Lover* and in her recent blog she talks of; '...the necrophiliac narrator of Browning's poem, having eliminated the object of desire, will be doomed to reincarnate her in yet another elusive love object. And as God remains silent in the face of

murder itself within the poem, we can be sure that eros, erotic adventure, will urge the narrator on to enact yet further scenarios of sexual possession. In other words, desire never dies... It was this ultimate irony at the heart of Browning's poem which led me to explore the notion of desire always being in excess of the object of its attentions. Of desire's deathlessness.'

**Wednesday, 31 December 2008**

<http://maggiepower.blogspot.com/2008/12/porphyrias-lover.html>

This view mentioned in Ms Power's blog encompasses the burgeoning 19th century ideas which bloomed in the minds of Freud, Breuer and Jung, eros, life and death, survival and illness, murder and madness in The Burgholtzli Hospital and the Mental Asylums of Germany.

Then there's the whole issue of criminal profiling which we study in the new OCR spec 2009-10 under the heading of Forensic Psychology. The fact that we know Porphyria's nameless lover, did it leave us with little need to profile the killer, but retrospectively it could be fun. Organised or disorganised? Well he makes it all nice and neat and arranges everything just so afterwards, so he is a bit organised. But we don't know what he did with the body, apart from some affectionate snuggling and hair arranging, so we can't assume he disposed of her adequately. Why not give the poem to a Yr 13 Forensic Psychology class and get them to profile the killer. The English department could do a similar lesson, and that makes it cross-curricular, and that would look good in your Professional Development Folder, and very useful in Performance Management Reviews.

Hervey Cleckley in 1941 called psychopaths charming, grandiose social predators in his defining work on the subject and Dr Roberts Hare describes narcissistic psychopaths in his book 'Without Conscience' as social predators lacking in empathy. The Diagnostic Statistical Manual (USA) says in many words, which I have distilled for brevity, that psychopathic narcissists have a lack of compassion, have a weak ability to defer gratification and difficulty in controlling aggressive desires, leading to antisocial acts. All of the above could apply to Porphyria's lover. His first person narrative of the act of murder seems without remorse; even God has not said a word, (last line). That smacks of grandiosity don't you think.

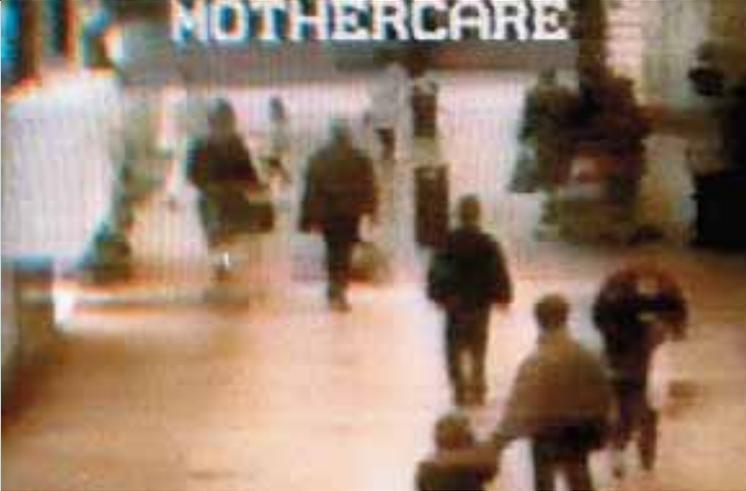
And so it would seem there is a lot of speculation about this poem, most of it not realized at the time of its publication. But then a 'cold case' has to be far enough in the past to be a challenge to contemporary forensic criminologist; but this time, even though the killer left all the evidence for us to find, we may never know just why he did it.

In the next edition... read An English teacher's response to a Psychologist's analysis of Browning's Porphyria's Lover.

Carol Jones

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*The Independent newspaper* – Saturday 3rd October 2009,  
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# Bystander Intervention

[www.onlineclassroom.tv](http://www.onlineclassroom.tv)

*Bystander Intervention is the latest DVD in Onlineclassroom's Applied Psychology series.*

The DVD starts by contextualising bystander intervention within the famous James Bulger case. It poses the question why did the many witnesses do nothing to help, why didn't they intervene? The DVD goes on to explain psychological theories for bystander behaviour and discusses the classic case of Kitty Genovese and famous studies by Latane and Darley and Piliavin. Research is brought right up to date with original footage from, and a discussion of, Mark Levine's study on the effect of group allegiance to bystander behaviour. Levine discovered that Man United fans were more likely to help fellow fans, than rival Liverpool fans. Expert commentary is provided by Phil Banyard and Mark Levine and the main points are summarised by graphics.

The material is presented in a very student friendly way, with students used throughout and interesting video footage. The James

Bulger case is used throughout and this ensures continuity. Theories are applied to the Bulger case to try and explain the behaviour of witnesses; this brings the theories to life and makes them relevant to students. The DVD is approximately 30 minutes long, which I feel is just right for holding student attention. This DVD is relevant to many Psychology Specifications and I would thoroughly recommend it. It is clear, concise and interesting, making it a great starter activity when introducing the topic of bystander intervention. This is a great DVD which your students will really enjoy, it will encourage them to really think about the implications of psychological theory and gain those all important analytical marks.

Deb Gajic  
Chair of the ATP  
Head of Psychology, The Polesworth School

# The Psychology of TERRORISM

Trevor P Dunn

Head of Psychology, The Leys & Research Student  
Cambridge University

*Terrorism is a difficult and sometimes dangerous topic to research and for obvious reasons the number of people actively researching the subject has always been small.*

In 1985, Schmid and Johnson carried out a review of all available terrorism researchers. They found that just 10% of this sample size were psychologists (just 11 individuals). Currently, the figure stands at around 30 psychologists worldwide. Ariel Merari (1991), an Israeli psychologist, has noted that by and large, both terrorism and terrorists have been ignored by psychology as a discipline. The reasons for this general neglect are not difficult to imagine. Terrorism is a violent, emotive and dangerous activity, and terrorist groups are secretive, ruthless and very dangerous organisations. The risks involved for the potential researcher are considerable. Academic researchers have been threatened, kidnapped, attacked, and shot for attempting to research terrorism. However, Horgan (1996) has pointed out that researching terrorism is far easier than is widely believed. In his article, Horgan identifies a number of very practical ways in which worthwhile research could be conducted with safety. Having said this, the problem seems to be that too few dedicated psychologists take terrorism as their primary interest.

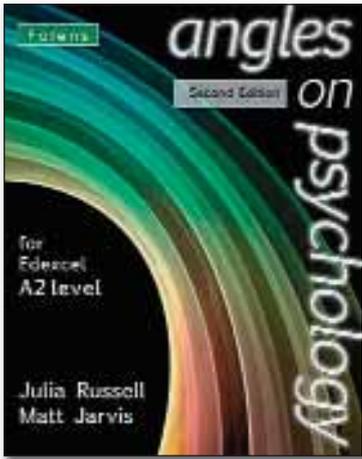
It may come as a surprise to learn that no agreed definition of 'terrorism' exists. Many candidates have been proposed, which range from the absurdly over-specified to the unacceptably over-general. Laqueur (1987) notes that 'Any definition of political terrorism venturing beyond noting the systematic use of murder, injury, and destruction or the threats of such acts towards achieving political ends is bound to lead to endless controversies.' So relentless is the debate, that in describing it, Shafritz, Gibbons and Scott (1991) concluded sombrely that 'it is unlikely that any definition will ever be generally agreed upon'. Broadly, accounts of terrorism fall into two categories: those who see terrorism as a form of warfare, and those who do not. Taber (1969) is a representative of those who see terrorism as a type of warfare. For him, terrorism can be seen simply as 'urban guerrilla-ism'. In this light, terrorism is essentially a form of warfare, and unusually, Taber viewed terrorism as being one of the most humane ways to wage war. However, most contemporary researchers belong to the second camp in the definition debate. They do not view terrorism

as a form of warfare but see it as something else. Exactly what is not clear. For example, the Federal Bureau of Investigation defines terrorism as: 'The unlawful use of force or violence against persons or property to intimidate or coerce a government or civilian population in furtherance of political or social objectives' (John and Feldman, 1992). The key word, of course, is 'unlawful'. It explicitly implies that terrorism is an illegal and criminal act, and as a result those who carry out terrorism, are simply criminals.

The role played by psychology and psychologists in the future is vital. Building on theories and research relating to issues such as conformity, personality theories, motivation and psychopathology, we can only continue to learn more about this topic. Terrorism is unquestionably one of the most serious problems facing the modern world. There is no evidence to suggest that terrorism or terrorist groups are becoming less common, and disturbingly, there is evidence that the lethality of the average terrorist attack is increasing. Considering the continuing and growing risk, it behoves us to work harder to understand more fully the psychology of terrorists and terrorist groups and also to understand the impact terrorism has on wider society. However, psychological research on this topic is sporadic, and much of what is conducted is essentially a wasteful repetition of well-established facts. Much still remains unknown and too little is being done to fill in the gaps. As the lethality of terrorism steadily increases, time is running out.

## Readings

*Inside Terrorism.* Hoffman, B (1998). London: Victor Gollancz.  
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**A2 Level – Angles on Psychology  
(2nd Edition) Student Book**  
**Matt Jarvis and Julia Russell (2009)**  
**Exam Board: Edexcel**

This is an absolutely wonderful textbook for psychology students of all levels. Each chapter is well signposted to the spec and includes a variety of thought-enhancing and colourful activities. As with all Angles books they are designed to stretch and challenge students on their knowledge of psychology. This is done by including up-to-date and thought-provoking Media Watch activities that encourage critical thinking and enhance students' research skills. These always generate great class discussions and the questions help to organise their thinking for extended writing.

There are clear links between the content and the new A2 spec. At the beginning of each chapter (colour coded to allow quick access) is the Spec in brief, which can be used as learning objectives for each lesson. A full checklist of what students need to know is covered in the Examination chapter. There is also a selection of thought-provoking questions that you could select as one of the key issues or use to generate class debate, such as 'Is addiction all in the brain?' 'Should we put children in day care?' or 'Do violent games make kids aggressive?'

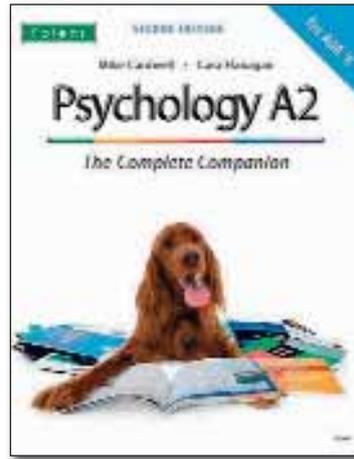
There are also sections called Interactive Angles. These are ideal to post on VLC/Moodle website or to set as an IT lesson. Most of the research studies used within this book are very up to date and highly contemporary, bringing psychology into the 21st century, which is a refreshing insight in comparison to the 'tried and tested' studies in which we are all so familiar. The key studies (optional and compulsory) are clearly laid out in each chapter and key words and definitions are sprinkled throughout.

The most valuable part of this book is the Examination chapter. The assessment objectives are easy to understand including a summary of how to write up the 'Evidence in Practice'. There is a variety of sample exam questions with example student answers. You could cut these out and get students to mark them with the mark guide and make recommendations for improvement. There is an A2 teacher's companion which accompanies this book.

This book is clearly written with students of all abilities in mind. It allows flexibility for which route you choose for the spec and most importantly, it is engaging and interactive.

Well recommended.

Jackie Moody



**Psychology A2  
The Complete Companion**  
**Mike Cardwell and Cara Flanagan**  
**For AQA 'A'**  
**Second edition – Folens**

I'm sure it's not just me. Please say it's not just me, but, how exciting is it when a new book arrives? So of course, when a specification changes it's just like Christmas designed specially for us. I have had a great time looking over the new arrivals for the new A2 course. All have been of such a high standard, with some of the earlier arrivals really helping in making informed decisions regarding unit choices.

However, I was particularly anxious to get my hands on the new 'Dog book', as I had used its previous incarnation extensively. I was a little concerned that the features which had appealed to me so would not appear in the new version. But I need not have feared. All my old favourites were there and dare I say it, the layout and general presentation was even improved.

What I particularly like is the introduction of synopticity right at the beginning of the book. So often, students struggle with the legitimacy of referencing other approaches or discussing ethical issues when exploring a topic. This being one of the main explanations for lack of evaluation in their writing. This section helps students understand how they can move away from the research 'shopping list' and develop skills in evaluation, to produce more mature writing to maximise their marks.

One of the most attractive aspects of this book is the 'topic at a glance', where an area is laid out over two pages. This is a smashing feature which makes it very user-friendly, avoiding frantic flicking backwards and forwards.

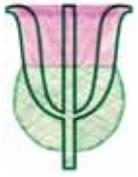
The use of emboldened subheadings is also an effective way in directing students' focus to specific areas particularly for set reading tasks. Finally, the chapter summary helps to bring everything together, providing an easy-on-the-eye revision tool whilst still including sufficient detail.

There are plenty of self-test questions for students who want to stretch and challenge themselves as well as for effective use in class. The inclusion of worked stats tests with clear explanations is fantastic as this is an area which can cause great concern.

In each topic area, there is excellent use of up-to-date examples to add relevance to students such as addictive phone use, in the addictive behaviour section. The real-world application is definitely a strong feature running through this book.

I could go on discussing all the great aspects of this book for both tutor and student. I look forward to using the book over the coming year and I know my students will too.

Debra West, Psychology Teacher at the Grimsby Institute of Further & Higher Education



# Association for the Teaching of Psychology

# 28th Annual Conference

## Keele University

Friday 2nd July - Sunday 4th July, 2010

**The theme of the 2010 conference is**

*Teaching Psychology: Changing lives, changing minds*

The conference offers updating sessions on psychology, presentations and workshops on teaching and learning, and opportunities to share good practice. Information about the conference can be found at the website ([www.atpconference.org.uk](http://www.atpconference.org.uk))

It is the number one event for teachers of psychology in the UK. See the website for feedback from previous conferences.

Regular contributors include the national Awarding Bodies as well as numerous authors, training providers and teachers. The conference also attracts around 40 exhibitors including publishers and other providers of teaching resources.

**Keynote speakers will include**

**Professor Vicki Bruce OBE**  
(Newcastle University)

([www.ncl.ac.uk/psychology/staff/profile/vicki.bruce](http://www.ncl.ac.uk/psychology/staff/profile/vicki.bruce))

Professor Bruce is a former President of the BPS and her main research area is visual cognition, in particular face recognition. She will give the opening lecture of the conference at lunchtime on Friday 2nd July.

**Professor David Wilson**  
(Birmingham Central University)

([www.lhds.bcu.ac.uk/criminaljustice/davidwilson](http://www.lhds.bcu.ac.uk/criminaljustice/davidwilson))

Professor Wilson followed a successful career as a Prison Governor at a variety of prisons including HMPS Wormwood Scrubs and Grendon and HMP Woodhill – where he designed and managed the two units for the 12 most disruptive prisoners in the country.

Latterly he was Head of Prison Officer and Operational Training in the Prison Service – on whose behalf he made official visits to Northern Ireland and the USA, and on behalf of the Council of Europe to Albania, prior to joining the University.

### Contributors

We welcome contributions from teachers, researchers and educational providers. This year we are pleased to offer bursaries for selected presentations (see the call for papers on the opposite page).

**If you want more information or would like to contribute at the conference then contact Phil Banyard**  
([phil.banyard@ntu.ac.uk](mailto:phil.banyard@ntu.ac.uk))



# CALL FOR PAPERS

## The 28th Annual Conference of the Association for the Teaching of Psychology

Keele University, 2nd – 4th July 2010

### Teaching Psychology: Changing lives, changing minds

Teachers and researchers are invited to submit papers for the above conference. The conference is for teachers of psychology in schools and colleges. This year we are introducing symposia for teachers to present on issues around the teaching of psychology. We welcome submissions on all aspects of teaching psychology and in particular on the main conference theme.

#### BURSARIES

We are pleased to offer up to 12 bursaries for presenters who are new to teaching psychology, NQTs or PGCE students. Bursaries may be available for other presenters in special circumstances. Bursaries will take the form of a £75 cash award or £100 off the full conference fees. Bursaries will be provided by sponsors, and presenters will be asked to acknowledge this in their presentation.

#### SUBMISSION DETAILS

Your submission should include a brief (one paragraph) description of your presentation. It should also include your name, affiliation (school etc). If you wish to apply for a bursary, please state the basis for your request. The closing date for submissions is 15 March, 2010.

#### PRESENTATION FORMATS

- Oral research presentation: One or more speakers present the results of an individual or collaborative research project in a 15-minute session.
- Oral practice presentation: One or more speakers present on an aspect of professional teaching practice in a 15-minute session.
- Symposium: Focused 60-minute session in which individual speakers present their views on a common issue. The format of a symposium usually contains an introduction of the topic by the chairperson and then the presentation of several individual views / papers on the topic. Participants in a symposium should include a chairperson and at least two other presenters.
- Poster Session: 45-minute joint session during which presenters will display results of research activity in the area of the Teaching of Psychology.

#### PRESENTATION TOPICS

The following list is designed to give an idea of appropriate topics but is not meant to be prescriptive

- Student Engagement
- Pedagogical Innovations
- Active Learning / Classroom Activities
- Classroom
- Inclusion and diversity
- Mentoring
- Writing teaching materials
- Using film, music or literature in teaching psychology

#### MORE INFORMATION

For more information please contact the conference organiser:  
Phil Banyard ([phil.banyard@ntu.ac.uk](mailto:phil.banyard@ntu.ac.uk))





# ATP Scotland Conference 2010

Saturday 6 February, Stirling University

*The theme of this year's ATPS Annual Conference is 'Teaching Psychology in Scotland – what the future holds'. This one-day event will take place in the excellent conference suite and beautiful surroundings of Stirling University Management Centre – ATPS members' favourite venue.*

There will be a full programme of talks and workshops of interest for psychology teachers, and a special highlight this year will be a round-table discussion on the difficult issue of teaching qualifications for psychology, with a panel of representatives from several national educational bodies (SQA, Scotland's Colleges, LTS, HMIE, Teacher Education Institutions, and others).

The theme's focus on the future reflects the current major review in Scottish education, 'Curriculum for Excellence', particularly the 'Next Generation' of NQ qualifications, including the new 'National 4' and 'National 5' courses, and revised Highers, to be implemented in 2013-2014.

Each year members tell us that the annual conference provides them with unique and valuable CPD. There are opportunities for sharing ideas and good practice in learning, teaching and assessment in Psychology, and workshop sessions are led by experienced practitioners, including those with expertise in SQA examining and curriculum development.

**All ATPS members are welcome and encouraged to attend. We are here to help and support YOU – please support YOUR conference! ATP members from south of the border are welcome too; much of the programme will be of interest to all, and you could enjoy a weekend break in this attractive and historic part of Scotland.**

**The delegate fee is £80 (+£25 membership subscription if you are not already a member). This includes lunch and all refreshments. On-site overnight accommodation is available.**

**Book your place via the website ([www.atps.org.uk](http://www.atps.org.uk)) or contact Sue Porter, on [sueporter@tiscali.co.uk](mailto:sueporter@tiscali.co.uk)**

**See [www.smc.stir.ac.uk/content/](http://www.smc.stir.ac.uk/content/) and [www.external.stir.ac.uk/](http://www.external.stir.ac.uk/) for details of the venue.**

# NQT New to Teaching Psychology CPD Event

Saturday, 6 March, 2010

*The ATP is running a CPD event for NQTs and those new to teaching Psychology. The aim of the day is to provide high quality, low cost CPD for Psychology teachers.*

The day will consist of interactive workshops given by experienced teachers and examiners on a variety of topics relevant to NQTs. There will be plenty of opportunity to network with like-minded professionals. The exact programme is still to be finalised, but will contain workshops on issues such as effective lesson planning, using interactive resources, questioning, Assessment for Learning, teaching research methods, etc. A website forum has been set up for suggestions.

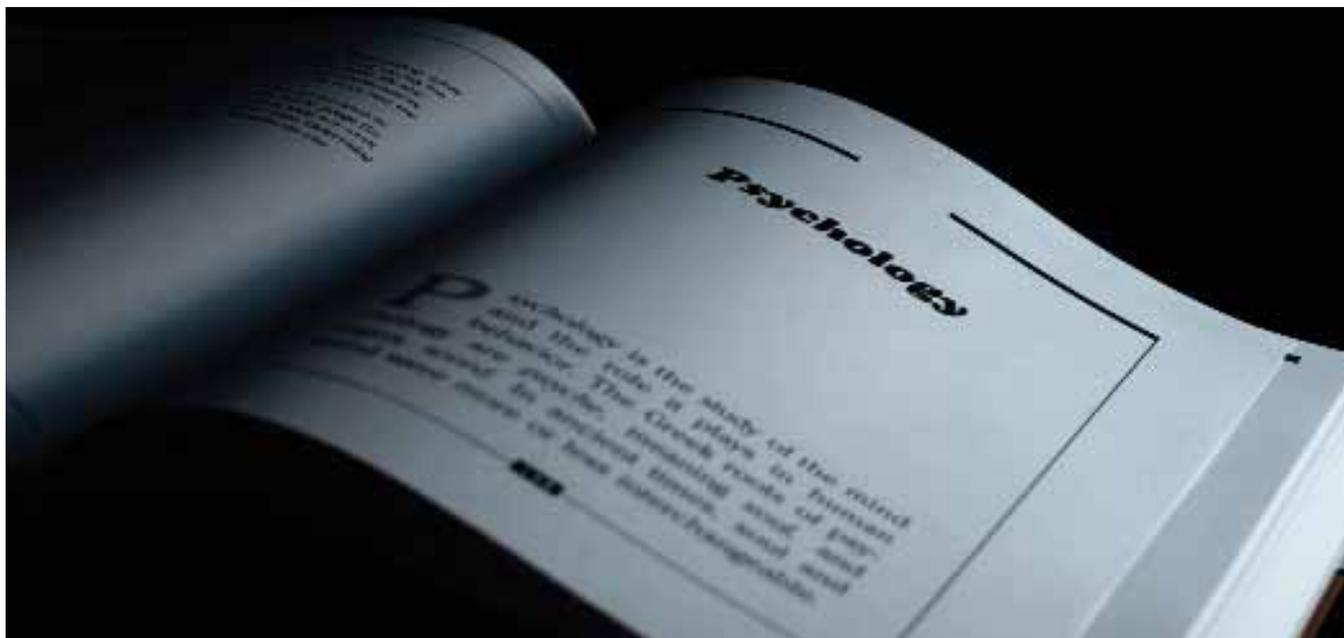
The event will be held at:  
**The Polesworth School**  
Dordon Road  
Dordon  
Tamworth  
Staffs  
B78 1QT

The nearest train station is Tamworth and the school is five minutes away from junction 10 of the M42.

The very reasonable cost of £30 will include refreshments and a light lunch. The day will begin with registration and coffee at 9.30am and finish at 3.00pm. Please book your place early to avoid disappointment.

**Please pay the £30 delegate fee via PayPal, on the website [www.theatp.org](http://www.theatp.org) In order to qualify for this bargain price you must be a member of the ATP. Please join via the website [www.theatp.org](http://www.theatp.org) if not already a member, before registering for NQT/New to teaching Psychology CPD Event.**

Any queries please contact: [d.gajic@sky.com](mailto:d.gajic@sky.com)



# BANGOR UNIVERSITY

## Cognition vs Emotion: How do we make difficult decisions?



PRIFYSGOL  
**BANGOR**  
UNIVERSITY



The School of Psychology at Bangor University offers students an opportunity to gain first-hand experience in world-class research. Students in the third year of their undergraduate degree work alongside psychologists to complete research for future publication. We would like to introduce you to some of the cutting edge research currently being undertaken by our students this year. This article has been written by one of our third year students about her current research exploring decision-making processes in the brain.

Enemy soldiers have taken over your village. They have orders to kill all remaining civilians. You and some of your townspeople have sought refuge in the cellar of a large house. Outside you hear the voices of soldiers who have come to search the house for valuables.

Your baby begins to cry loudly. You cover his mouth to block the sound. If you remove your hand from his mouth his crying will summon the attention of the soldiers who will kill you, your child, and the others hiding out in the cellar. To save yourself and the others you must smother your child to death.

Is it appropriate for you to smother your child in order to save yourself and the other townspeople?

### Greene et al (2008)

Have you ever wondered how you make decisions like the one above? How does your brain decide what to answer if you are given a question about sacrificing an individual to save yourself and many others? Research shows that emotion and cognition conflict when answering such questions. One side offers an emotional intuition that particular actions are wrong. The other side offers a cognitive response arguing that the action leading to the least loss of life is a reasonable response. The meeting place for these two different sides is located in an area of the brain called the frontal cortex: this area offers cognition an opportunity to override and control emotion resulting in rational/logical responses to events in the world. However, the frontal cortex is much like a muscle and can quickly 'tire' when used too much.

Our research aims to explore the limited resources of the frontal cortex and its importance in moral judgment. Participants will be given a simple task designed to deplete the resources of this area before answering a series of moral dilemmas. This experiment assesses whether the depletion of cognitive resources results in more emotional answers to a series of moral dilemmas. We hypothesise that 'depleted' participants will be less likely to take utilitarian positions on difficult moral dilemmas. This finding would suggest that stressing cognitive activity prior to decision-making could have an important impact on responses, and informs our understanding of the conflict between emotion and cognition in moral judgment. These important scientific discoveries could have enormous implications on understanding how difficult cognitive processes prior to decision making (for example, requiring a jury to understand complex details relating to a criminal case) could result in a subsequent emotional, as opposed to rational, decision regarding the guilt of the accused.

Mandy Shanks under the research supervision of

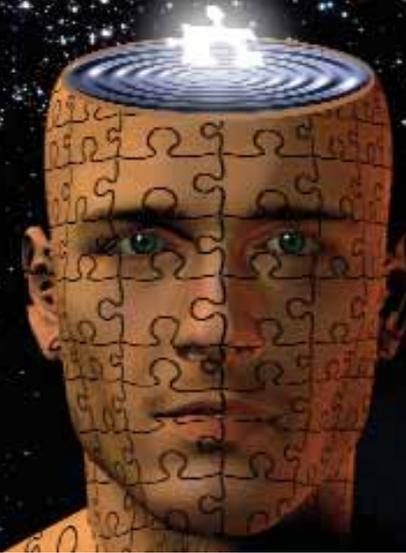
Dr Julie Davies

Edited by Dr Fay Short



DVD REVIEW

# Loftus Speaks



*The DVD is a taped recording of Dr Elizabeth Loftus speaking at the Southwest conference and presents with both excellent visual and sound quality. Dr Loftus not only focuses on the key concepts and theories around eye witness testimony but also explores other interesting studies and recent media events such as memory and the legal cases associated with EWT. This makes this resource not only appropriate for Psychology students but also for students taking Law.*

It starts with Dr Loftus introducing the false memories of Hillary Clinton regarding a political visit to Bosnia and the discussion of how Hillary's memories were distorted. Also discussed is the case of the Ramona Family and the false revelations of sexual abuse through psychotherapy. There are also activities within the DVD which students can participate in within your class.

The DVD itself is a user-friendly DVD which presents with a variety of options on the menu including a Q & A session and the main recorded session which has been broken down into sections including Memory distortion, false memories and legal cases, repressed memories, Memory paradigms, the Creation of false memories, Techniques used in psychotherapy, planting impossible memories and the consequences of false memories. This allows you to use the DVD over a number of lessons and for various activities within your

classroom. It also proves a flexible resource for GCSE and A level courses as well as suitability to the different exam boards such as OCR and AQA which deal with memory and Eye witness testimony.

This DVD is an excellent resource when teaching eye witness testimony and is particularly useful when introducing the subject and getting your students interested in the topic. It helps explain eye witness testimony to weaker students while also providing inspiring and interesting snippets for your higher ability students. It provides excellent stretch and challenge opportunities for learners and will provide excellent learning opportunities that your students will enjoy. I would highly recommend this resource for any teacher.

Available to buy from [www.uniview.co.uk](http://www.uniview.co.uk)

Laura Rudd

Franklin College Psychology Department

## Writing Articles for ATP Today

### What kind of articles are we looking for?

We are looking for a variety of articles such as:

- Teaching & Learning articles
- Lesson suggestions (Activities and suggestions that have worked well for you)
- Resources that can be used by teachers or students (worksheets etc)
- Psychology research
- Current research by University Departments
- Reviews of books (Exam and non-exam texts welcome)
- Articles of interest including current teaching issues

### Who can write for the ATP?

Anyone can write for the ATP. We particularly welcome articles from teachers, researchers, University departments, University lecturers and PGCE students.

### How long should my article be?

Your article can be anything from half a page to three pages of A4. Articles should be submitted in Arial font size 12.

### Can you submit pictures?

Yes. We welcome photos to be used for the articles. If you want to submit them, once you have checked copyright, please attach them to your e-mail separately and do not embed them into the article. All photos need to be taken in the highest resolution setting on your camera possible and in jpeg format.

## ADVERTISEMENTS

### What kinds of advertisement are the ATP looking for?

Here at the ATP, we pride ourselves on offering our Members the highest quality resources and facilities available in the Psychology teaching world. This is the same for advertisements.

- Teaching resources
- Trips and conferences
- CPD opportunities
- Exam boards
- University information

### What constitutes an advertisement?

If you wish to invite Members to an upcoming event, issue a call for papers, or other items that you think may provide a service to our Members; we may be able to waive some or all of the fees for advertising. This decision will be made at the discretion of the editor. Please contact us for more information.

If you would like to submit an article, need any clarification on your article or are interested in advertising then please do not hesitate to contact the editor via e-mail on [Laura.rudd@franklin.ac.uk](mailto:Laura.rudd@franklin.ac.uk)

## PSYCHOLOGY TEACHING REVIEW SPECIAL ISSUE

# Widening Participation in Psychology Education

Following on from a successful DTRP-sponsored Symposium at the BPS Annual Conference in March this year, the DTRP publication is devoting a special issue to the topic of Widening Participation in Psychology Education. We are planning to publish some of the papers presented at the Symposium, and in addition we would like to invite you to submit a paper.

### Aims and Scope of this Special Issue

The term Widening Participation (WP) can be interpreted in many ways (e.g. students with low incomes, with a disability or from particular ethnic, gender or age groups). Papers are welcome which consider all interpretations and identify ways to reduce bias in access and participation and the promotion of inclusion and success for all under-represented groups. The BPS Symposium was proposed specifically to address the Conference theme of 'Psychology and Social Disadvantage' and the aim was to identify and reflect on the experiences of Psychology teachers and lecturers in addressing and implementing Widening Participation programmes over the past eight years (since the last major review by the Government). Over the past eight years the application of WP practices has grown, with an increasing number of bodies and strategies being developed to support such activities. Papers are welcome that address these strategies and their success rates.

### Important Dates

Paper submission: 15/04/10

Date for receipt of reviewer comments: 28/2/10 Final submission of revised paper: 30/4/10

Publication: Autumn 2010

### Guest Editor

Dr Jacqui Taylor, Bournemouth University, UK

### Manuscript preparation

Please send submissions to [ptr@bps.org.uk](mailto:ptr@bps.org.uk) – Details regarding formatting etc can be found under the "Instructions to authors" section on the website: [www.bps.org.uk](http://www.bps.org.uk)

### About the PTR

The Psychology Teaching Review (PTR) is one of only two UK publications dedicated to the topic of teaching Psychology (the other being PLAT). It is a peer-reviewed membership publication run by the Division. The publication is currently produced once a year. Further details on the website: [www.bps.org.uk](http://www.bps.org.uk)

# Fancy a weekend in **Kraków**?

Friday 24 Sept-Sunday 26 Sept 2010

*Southwest Conferences (Cara Flanagan and Karen Duffy) has organised an INSET course for teachers (partners welcome), set in Kraków.*

## What will you get out of the weekend?

- Workshops, for example, on obedience and resistance, and on taking school trips abroad.
- Guided tour of Auschwitz and Schindler's factory.
- Manchester Met will give 20 CATS towards a masters in teaching and learning/education.

**All inclusive price £410 (plus VAT) if deposit paid by January 2010 (contact as soon as possible), includes:**

- Return flight to Kraków from Bristol, Liverpool or Gatwick.
- Transfer to and from the hotel.
- Bed and breakfast in the Hotel Qubus (4 star hotel with sauna, swimming pool, free wireless), sharing a twin room. (Single room supplement.)
- Dinner Friday and Saturday (alcoholic drinks not included!), lunch on Saturday.
- Guided tours of Auschwitz and the Schindler factory/Jewish district.

**If you are interested contact**

**cara.flanagan@btopenworld.com**

**Flyer available at**

**[www.southwestconferences.co.uk/305-krakow-2010.html](http://www.southwestconferences.co.uk/305-krakow-2010.html)**

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## Helpline

The ATP runs a telephone and e-mail Helpline service for Members. Please contact Dorothy Coombs who will try to answer your query or refer you to someone who can.

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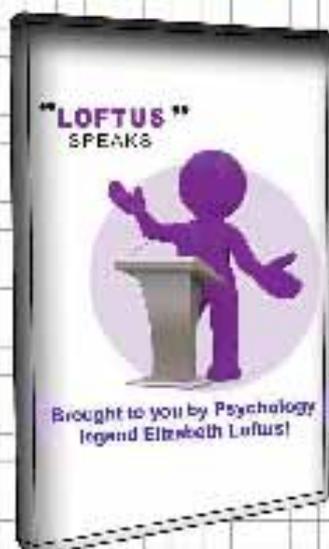
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### LOFTUS SPEAKS DVD

Ref: 1500 £49.00

ATP mag feature!



**"An excellent resource for students"**

K. O'Leary, Senior Lecturer Psychology PGCE



Ref: 1464 £34.90

**Psychology Teachers' Toolkit**

**Brain Mould**

Ref: 1536 £15.00



**Foam Brain Model**

Ref: 1528 £15.00

### Bystander Intervention DVD Ref: 1567 £36.00

This DVD illustrates three of the major approaches to the psychology of bystander behaviour: (Darley & Latane; Piliavin and Levine).

### Psychology of Prejudice DVD Ref: 1557 £140.00

Examining the psychological processes behind prejudice, this dvd explores not only the social and cultural factors leading to the development of prejudices, but also highlights the implications of prejudice whilst suggesting techniques for overcoming it.

**www.uniview.co.uk**

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