

REVISTA ACTA COLOMBIANA DE PSICOLOGÍA

PEDRO SOLÍS-CÁMARA R.* - MARYSELA DÍAZ ROMERO*

In the first part of this issue of **Acta Colombiana de Psicología** a space has been opened to include important products of the Mexican Network of Research in Educational Psychology (**MNREP**), an organization that emerged as a group of academic interest within the Mexican System of Research in Psychology, at its first meeting which took place from the 28th to the 30th of June, 2006 and was called by the Centre for Behavior Study and Research and by the Mexican Academy of Behavioral Sciences.

This collection of articles represents a sample of the wide interests of Educational Psychology in Mexico. In the first article, written by Guevara, García, López and Hermosillo, the results of an empirical research carried out with the objective of assessing linguistic abilities in pre-school children from low socio-cultural background are presented. These results show an unsatisfactory level of linguistic skills in these children. In the replication study, only a relative advance of some of their abilities was observed despite the recent compulsory pre-school education in Mexico.

The second study, carried out by Acle, Roque, Zaca-telco, Lozada and Martínez, deals with an interesting and highly topical subject in the field of special education. In establishing the risk profile of primary school children, it shows the relationship between disability and low academic performance. It emphasizes the need for an early and accurate detection as well as the impact that changes in national educational policies have on this problem.

On the third paper, whose authors are Arroyo, Canales, Morales, Silva and Carpio, a revision of the study on reading comprehension (RC) from the cognitive perspective is presented. The inter-behavioral approach which characterizes RC as the reader's adjustment structured in differential levels of complexity is discussed as an alternative. The evidences in the context of educational practices, in the history of the reader's contacts as a relevant element in his/her reading adjustment and in the determination of the students' level of readiness for RC are analyzed.

In the fourth article, Carpio, Canales, Morales, Arroyo and Silva present a revision of the concept of creativity through history and from different psychological approaches. Taking the model of functional organization of behavior and the concept of criterion adjustment as a starting point, several conceptual developments are pointed out, with an emphasis on the inter-behavioral model of creative behavior and its implications in the educational field.

In the fifth paper, Fuentes deals with the topic of competences in education, underlying the absence of a consensus and putting forward the importance of establishing a link between academic competences and globalization in much wider and inclusive terms than just at a purely work level. It also presents, from an inter-behavioral perspective, the specific academic competences related to a particular school topic.

The sixth article, by Rivas and González presents an illustrated revision with examples about child development and school related situations. It allows the understanding of the contemporary and historical context of learning transfer and points out the influences and parallelisms in the theoretical, methodological and applied advances between cognitive and behavioral models of this concept. In the last article, Solís-Cámara, Díaz, Del Carpio, Esquivel, Acosta and De Jesús carry out an empirical research with the aim of exploring which maternal and family factors might be relevant to explain apparently contradictory results in the studies about parental involvement (PI) and children's school achievement. These results show that the inclusion of structural factors (NSE) and functional ones (rearing practices) in the studies about PI can clarify its identity and validity as a multidimensional construct.

In the second part of the present issue of **Acta Colombiana de Psicología** several studies carried out in different regions of Latin America have been included. The first of them comes from the National University of Colombia, and is presented by Camargo, Mejía, Herrera and

* Ciencias de la Conducta, CIBO - Instituto Mexicano del Seguro Social. psolis@mexis.com

Carrillo. Its purpose was to adapt and validate a questionnaire to assess the perceptions of school-aged children about attachment relationships with their parents, peers and teachers in different contexts. Results obtained with a big sample of children indicate adequate properties of the questionnaire which facilitates research on attachment in Latin America.

The following study, carried out by León-Sanabria, from the Catholic University of Costa Rica, had the aim of evaluating the consistency between verbal report based on subjective units of anxiety and the psycho-physiological effects registered during the application of the systematic desensitization technique to a phobia case. Results didn't support the consistency between the subject's verbal report and some physiological measures such as skin galvanic response and pulse.

In the third study, from the University of Guadalajara (México), Ortiz, Pacheco, Bañuelos and Plascencia, present a research project carried out with a sample of university students in order to find out whether diverse instructional conditions, such as providing explicit contact with instructions affect performance sensitivity when contingencies are changed and different types of instructions are provided, such as generic ones. After assigning them to a matching to sample task, results show that providing contact with instructions produces higher insensitivity indexes and greater differences between experimental groups.

The fourth paper, by Quiceno and Vinaccia from the University of San Buenaventura at Medellín, Colombia, consists of a revision of Burnout Syndrome, from stress and coping theories to the concept of burnout as a process in the work place. The organizational characteristics that can predispose this syndrome are pointed out and some studies carried out in Colombia along with the corresponding intervention procedures are mentioned.

In the fifth article, from the University of La Sabana, (Colombia), Martín, Fajardo, Gutiérrez and Palma, present an empirical research about coping strategies used by families with adolescent children when facing a crises caused by unemployment. Based on a constructivist theoretical approach and using a qualitative interviewing methodology, results show that the most commonly used coping strategies were restructuring the problem and searching for spiritual support, among others.

The sixth paper, by Amado, Vega, Jiménez and Piña, from the Pedagogic and Technological University of Colombia, had the aim of identifying some predictors of

condom use in reproductive age women. Results allowed the identification of factors for using and not using condom, in which the motive expressed as "Because I didn't know how to use it" is the most outstanding predictor of condom use.

In the following article, from the University of Antioquia (Colombia), Lopera presents a critical analysis of the various psychological, scientific and philosophical positions related to the conscience phenomenon. Due to the lack of consensus to deal with this subject, he attempts to arrive at a conceptual integration with the purpose of overcoming the divergences pointed out in the analysis.

The eight article, from Santo Tomás University (Colombia) whose authors are Contreras, Esguerra, Espinosa and Gómez, had the aim of inquiring whether the coping styles of patients with chronic kidney disease were correlated with their quality of life. Results indicate that coping strategies focused on problem-solving have a positive correlation with mental health whereas negative self-focusing was inversely related to most dimensions of quality of life that were being examined.

The last article included in this second part comes from the University of La Sabana and was presented by Rodríguez, Alvarado and Moreno. Based on a socio-ecological model of social inclusion and by means of an action-participation research methodology, this study shows the results of a project that in its first phase identified the meanings constructed by people in condition of disability, their caregivers and people in their community. In the second phase of the study, through a series of community forums and the use of some other motivational strategies, the participants identified the core characteristics for developing the model which will be implemented in another phase of the project.

We wish to acknowledge the present issue of **Acta Colombiana de Psicología**, a journal recently accepted and included in the international database PsyCINFO, as a group effort throughout borders, which combined the enthusiastic cooperation of researches in different universities and research centers. We express our gratitude to the par reviewers of the articles, and to DRs. Rocío Hernández del Pozo and Carlos Ibáñez Bernal, coordinators of the RMIPE, for their publication proposal. In particular, we want to express our gratitude to the Journal **Acta Colombiana de Psicología** from the Catholic University of Colombia and to his Editor, Dr. Ernesto L. Ravelo, who not only opened the doors of the journal to us, but facilitated a prompt and efficient revision of the proposed articles and an opportune communication between us.