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PAPERS  
ABSTRACTS

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mindset. Moreover, we explore in detail the specific types of feelings which varying facets of school climate tend to create in their students, and then demonstrate how those daily emotions mediate the relationships between school climate and the outcomes of mastery goals and mindset. The added step of including specific emotions as a mediator, adds nuance to our understanding of the impact of school climate on student well-being. Furthermore, by identifying the specific emotions students are experiencing, more targeted and empirically-supported social and emotional interventions and emotion regulation strategies can be selected to target those feelings which are useful.

### 13065 | Resilience and emotional regulation in parents of children with special needs (SN)

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*Background:* Parents of children with Special Needs (SN) experience higher levels of emotional distress (Lecavalier, et al, 2006), depression (Benson, 2006), anxiety (Pakenham, et al, 2004) and social isolation. Informal caregiving of a child with SN is often regarded as a moral duty and most often research has focused primarily on the deficits and risk factors among these families. Based on the current assumptions of Positive Psychology (Seligman, 2000), the current research focus on Family Resilience and Emotional Competence (Bisquerra, 2000; Veiga-Branco 2004, 2005, 2007), assuming the potentially healthy and positive aspects of families in opposition to traditional psychology and the need to promote emotional skills within families.

*Aim:* to recognize the association between family resilience and emotional regulation in parents with children with SN.

*Method:* Quantitative and cross-sectional study, gathered by face to face survey, that will be conducted between the 15th of January and the 15 th of March of 2017 on a representative sample both parents of a child with SN from the northern and interior region of Portugal. Family resilience, dyadic coping and emotional competence of the couple were measured, respectively, by Portuguese versions of the Family Resilience Assessment Scale (Martins, et al., 2013), the Dyadic

Coping Inventory (Vedes et al., 2013) and the Emotional Skills and Competence Questionnaire (Lima Santos & Faria, 2005).

*Results and conclusion:* The relevance of the data obtained with families parenting children with special needs will be discussed considering the need of promoting resilience within these families.

Keywords: Positive Psychology; Family Resilience; Emotional Regulation; Emotional Competence; Special Needs.

### 13293 | Emotional intelligence of students of psychology department as a competence characteristic

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The article is about the phenomenon of emotional intelligence as an important component of professional competency students of psychology department. «Competency» means psychological quality acquired by a person as a result of interiorisation educational trajectories and provides more successful socialization in professional and personal sphere.

The aim of our research is to define the level of emotional intelligence of university students of specialty «Psychology».

Participants of the research: 65 people – 56 women and 9 men students of psychology department «Francisk Skoryna Gomel State University».

The research was conducted with using questionnaires «EmIn» (D.V.Lyusin) and «EI» (N.Hall).

As a result the following data were obtained. The level of emotional intelligence of most students (predominantly female) is on the average level (43,1%). A low (17,5%) and very low level (22,2%) of emotional intelligence are encountered significantly less often ( $\alpha = 0,05$ ).

Thus, during the research it was revealed that students of psychology department have more developed ability to realize and understand their emotions. They're able to realize their internal condition, they have enough dictionary of emotions. They have the difficulty in arbitrary management of one's own emotions.

The scores of the components «Motivation», «Empathy» и « Social Skills» are low too. Students of psychology department possess the skills of their behavior management through managing emotions in a slight degree.