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ACT ASSESSMENT WITH CHILDREN AND ADOLESCENTS: THE ITALIAN VERSION OF AFQ-Y AND CAMM

Arianna Ristallo

*Università IULM, Milan & IESCUM
arianna.ristallo@gmail.com*

Marta Schweiger

*Università IULM, Milan & IESCUM
martaschweiger26@gmail.com*

Francesca Pergolizzi

IESCUM, Parma

Annalisa Oppo

Sigmund Freud University, Milan

Giovambattista Presti

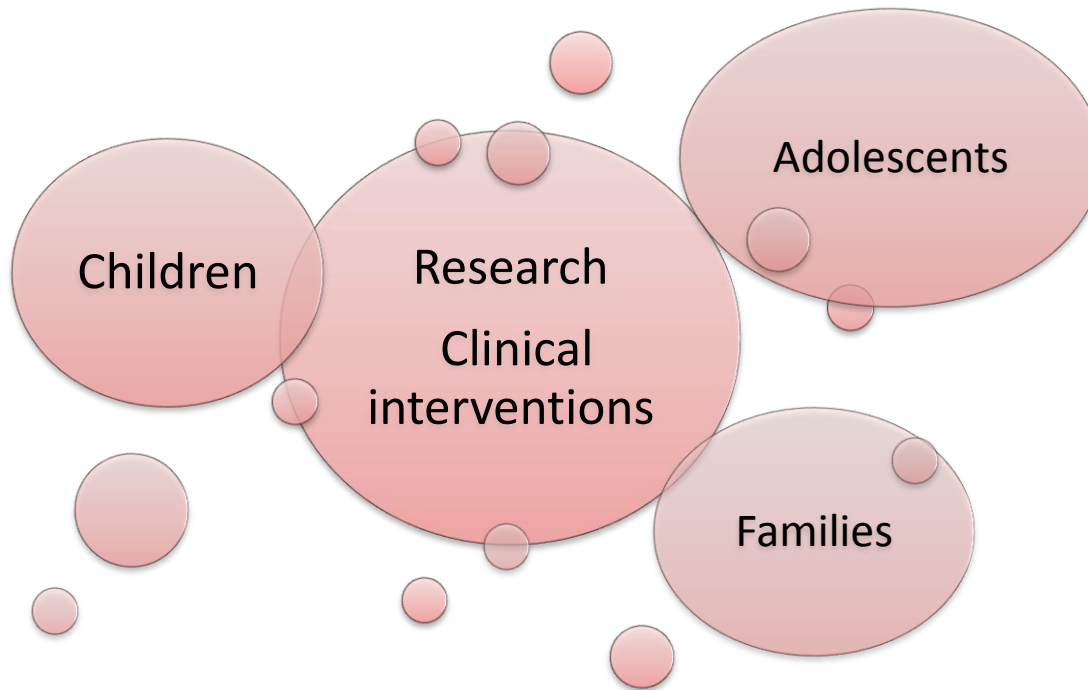
Kore University, Enna



ACT FOR KIDS AND TEENS



- ***SIG ACT for Kids and Teens*** in Italy



ACT FOR KIDS AND TEENS (2)

- **Why measures are important?**
- **Clinical purposes**
 - ✓ Screening
 - ✓ Assessment
 - ✓ Outcome
- **Research purposes**
 - ✓ Targeting psychological flexibility
 - ✓ Mediating factors
 - ✓ ACT processes in young people



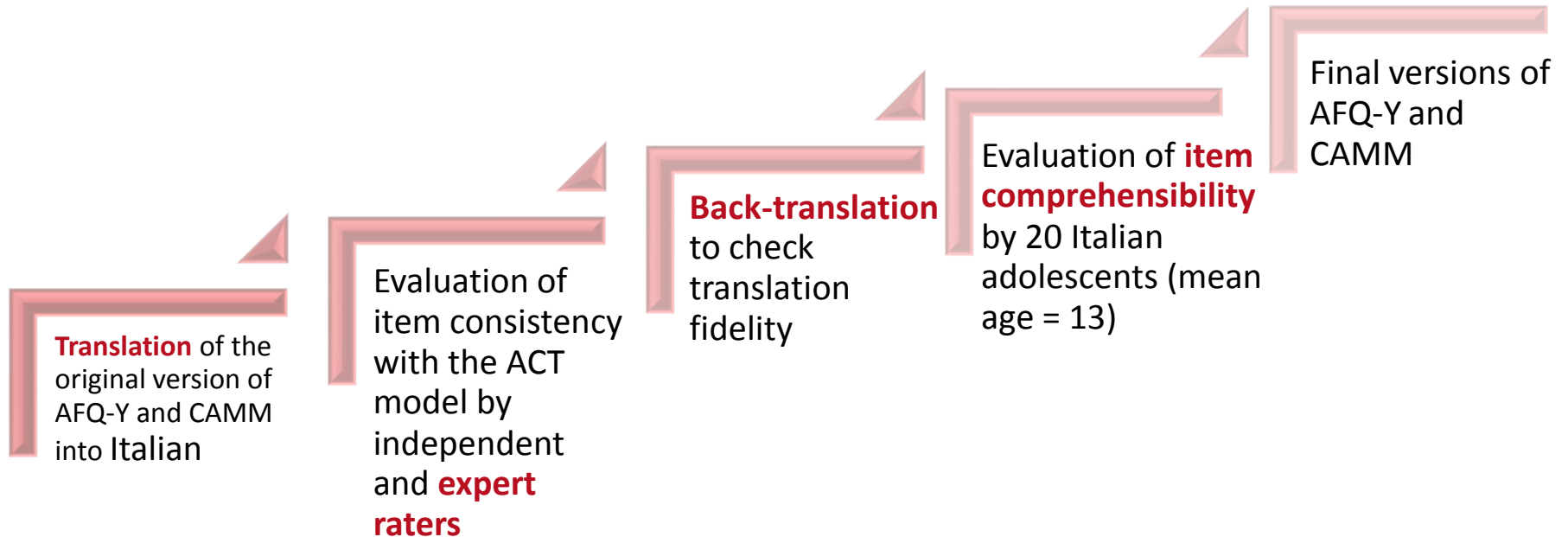
AIM OF THE STUDY

Validation of the Italian version of **two self-report measures** for young people (age 11-18):

- **Avoidance and Fusion Questionnaire for Youth – AFQ-Y**
(Greco, Lambert & Baer, 2008)
- **Child and Adolescent Mindfulness Measure - CAMM**
(Greco, Baer & Smith, 2011)

METHOD

PRELIMINARY STUDY



AFQ-Y & CAMM: ITEMS

AFQ - Y	Not at all true	A little true	Pretty true	True	Very true
1. My life won't be good until I feel happy	0	1	2	3	4
4. The bad things I think about myself must be true	0	1	2	3	4

CAMM	Never true	Rarely true	Sometimes true	Often true	Always true
1. I get upset with myself for having feelings that don't make sense	0	1	2	3	4
7. I get upset with myself for having certain thoughts	0	1	2	3	4

SAMPLE

Lombardy

- 1 high school
- 1 middle school
- N = 521

Emilia-Romagna

- 1 middle school
- N = 60

Sardinia

- 1 middle school
- N = 25

Lazio

- 1 middle school
- N = 44

Sicily

- 3 high schools
- 3 middle schools
- N = 635



SAMPLE

Sample	N = 1287
Geographic area	
North	581 (45.4%)
Center	44 (3.4%)
South and Islands	655 (51.2%)
Age	
Mean	14,42
Range	11 - 18
11-14	668 (51.6%)
15-18	619 (47.8%)
Gender	
F	738 (57,8%)
M	539 (42,2%)

METHOD

- Paper pencil / online administration;
- Administered in classrooms, during school hours;
- Instructions and assistance given by psychologist;
- Questionnaires were completely anonymous;

First administration:

- AFQ-Y and CAMM were administered along with:
 - **Youth Self – Report (YSR)**
 - **Youth Quality of Life – R**
- Time available to complete the task: 2 hours.
- Average time to complete the entire set of questionnaire = 1 hour.
- Second administration: AFQ-Y, CAMM and YQOL.

RESULTS

DESCRIPTIVES

Demographics	AFQ - Y		AFQ-Y (8)		CAMM		CAMM (8)	
	M	DS	M	DS	M	DS	M	DS
<i>Sex</i>								
Boys	22.78	9.8	8.95	4.9	26.14	6.2	21.07	5.5
Girls	25.59	9.9	10.8	5.4	18.9	5.9	18.86	5.9
<i>Age</i>								
11-14	24.21	10.2	9.77	5.5	24.9	6.8	19.9	6.0
15-18	24.61	9.9	10.34	5.2	24.7	6.3	19.6	5.7

- Mean scores of boys and girls are statistically different from each other for both scales (T-test: $p < .01$).
- Mean scores for age groups were not statistically different.



RELIABILITY

- Instruments showed acceptable to good internal consistency

Questionnaire	Cronbach's α
AFQ - Y	.79
AFQ - Y (8)	.69
CAMM	.77

AFQ-Y: CONFIRMATORY FACTOR ANALYSIS

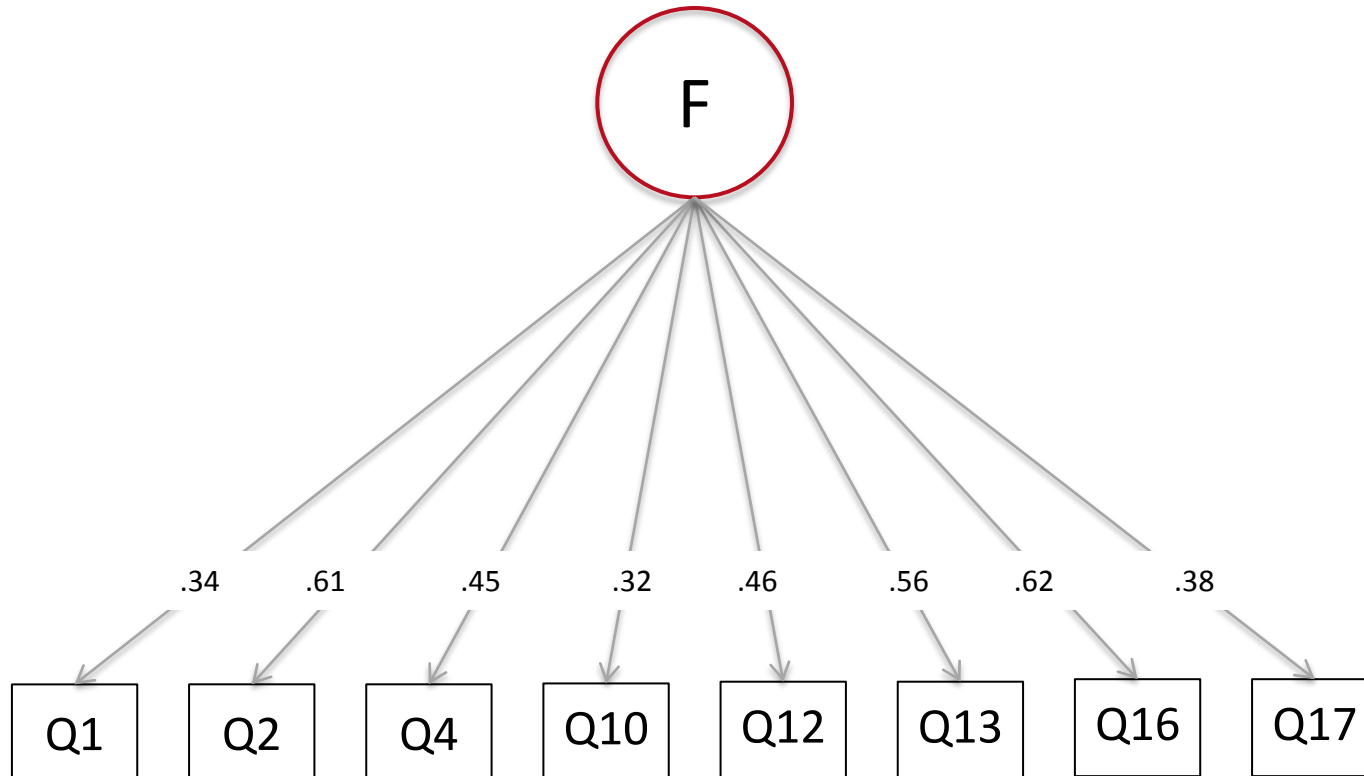
Confirmative fit indices for a one-factor model – **Italian Version**

	CFI	RMSEA
Scale	($\geq .90$)	($\leq .08$)
AFQ – Y	0.81	0.06
AFQ – Y (8)	0.94	0.05

Confirmative fit indices for a one-factor model – **American Version**

	CFI	RMSEA
Scale	($\geq .90$)	($\leq .08$)
AFQ – Y	0.90	0.06
AFQ – Y (8)	0.99	0.03

AFQ-Y8 STRUCTURE



CAMM: CONFIRMATORY FACTOR ANALYSIS

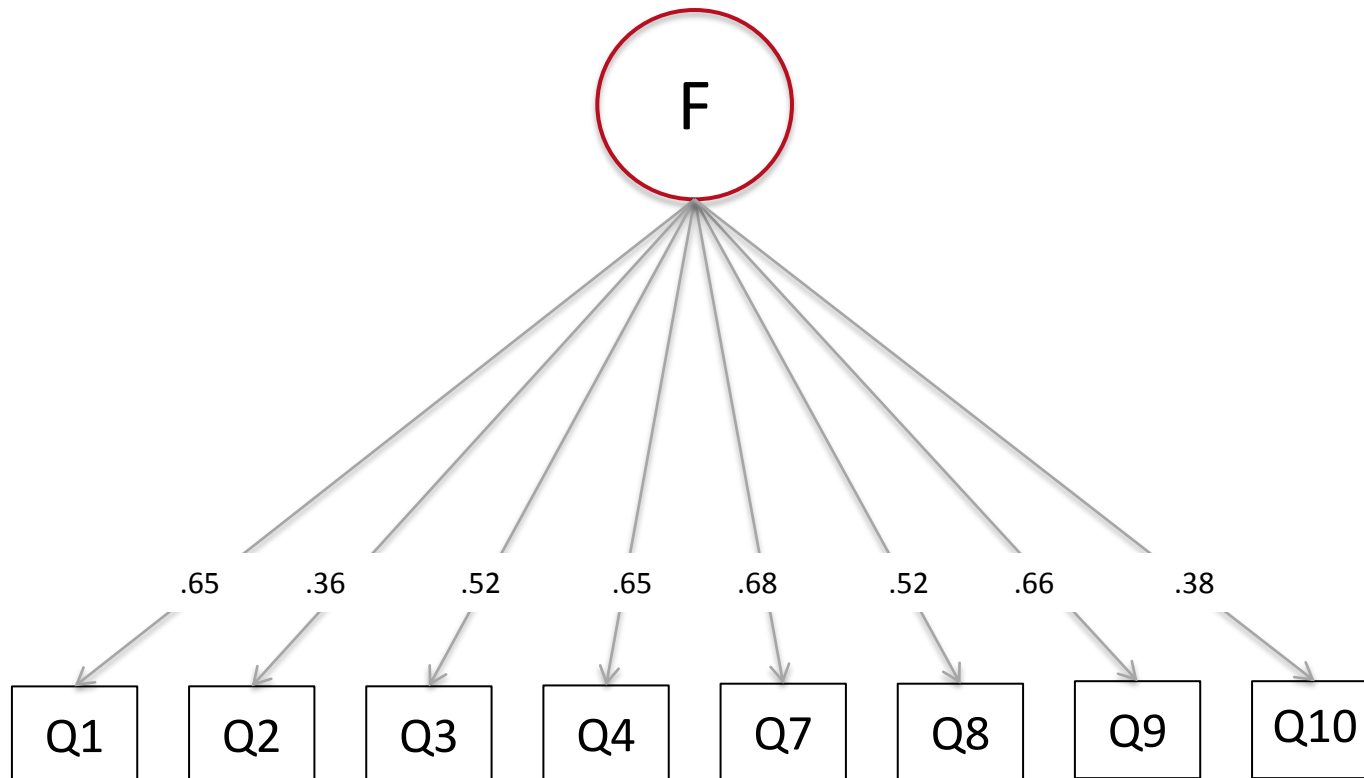
Confirmative fit indices for a one-factor model – Italian Version

	TLI (≥.90)	CFI (≥.90)	RMSEA (≤.08)	SRMR (≤0.9)
CAMM	0.86	0.89	0.077	0.04
CAMM (8)	0.91	0.93	0.074	0.03

- CAMM – 8: Q5 and Q6 are excluded;

Questionnaire	Cronbach's α
CAMM (8)	.78
CAMM	.77

CAMM-8: FACTOR LOADINGS



TEST – RETEST

Sample	N = 403
Geographic area	
North	278 (69%)
Center	35 (8.7%)
South and Islands	90 (22.3%)
Age	
Mean	13,73
Range	11-18
Gender	
F	231 (57,9%)
M	168 (42,1%)

- Retest: 3 months interval.

	AFQ - Y	AFQ-Y (8)	CAMM	CAMM (8)
Demographics	r	r	r	r
Sex				
Boys	.56**	.58**	.65**	.58**
Girls	.64**	.63**	.54**	.54**

CONCURRENT AND DISCRIMINANT VALIDITY

- **Youth Self report** (Achenbach, 2001)

- ✓ Part of the Achenbach System of Empirically Based Assessment (*ASEBA*).
- ✓ Screening questionnaire
- ✓ 118 items, two sections:
 1. Social competencies / Adaptive functioning
 2. Behavior problems (Behavior Profile): 8 narrow-band scales, 3 broad-band scales.
 3. DMS-Oriented scales.
- ✓ Clinical cut-off
- ✓ No psychiatric diagnosis.

- **YQOL** (Patrick, Edwards, Topolsky, 2002)

- ✓ 4 domains:
 1. Self
 2. Relationships
 3. Environment
 4. General QOL
- ✓ Total Score

CORRELATIONS: AFQ-Y8 & CAMM WITH YSR

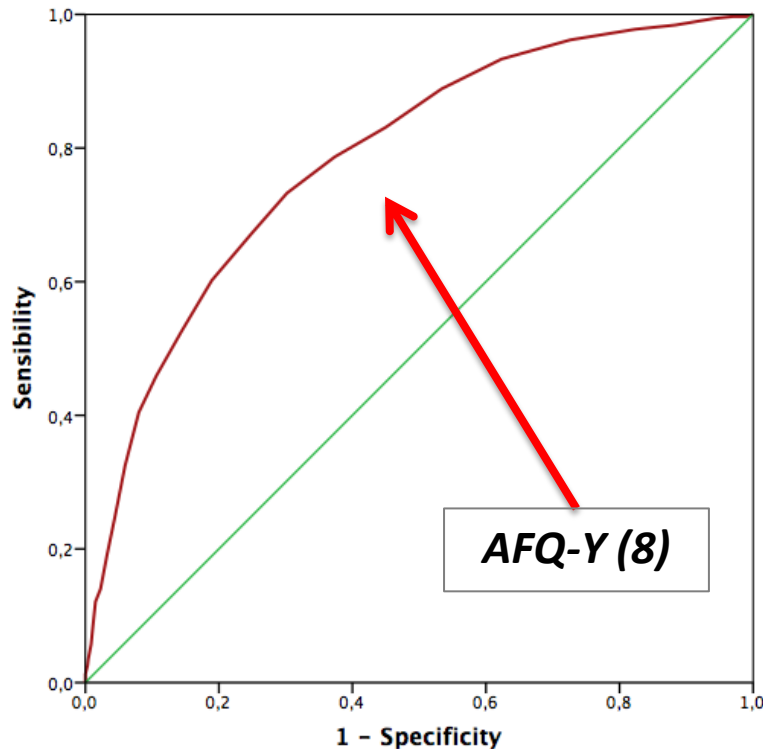
Scales (YSR)	AFQ-Y (8)	CAMM (8)	CAMM
<i>Anxious/Depressed</i>	.542**	-.561**	-.537**
<i>Withdrawn/Depressed</i>	.430**	-.431**	-.415**
<i>Somatic Complaints</i>	.358**	-.387**	-.374**
<i>Social Problems</i>	.471**	-.453**	-.449**
<i>Thought Problems</i>	.331**	-.360**	-.352**
<i>Attention problems</i>	.441**	-.393**	-.408**
<i>Rule-Breaking Behavior</i>	.222**	-.154**	-.157**
<i>Aggressive Behavior</i>	.341**	-.325**	-.329**
<i>Internalizing</i>	.543**	-.564**	-.541**
<i>Externalizing</i>	.315**	-.271**	-.276**
<i>Total Problems</i>	.541**	-.528**	-.520**

CORRELATIONS: AFQ-Y8 & CAMM WITH YQOL

Scales (YQOL)	AFQ-Y (8)	CAMM (8)
<i>Self</i>	-.410**	.372**
<i>Relationships</i>	-.348**	.297**
<i>Environment</i>	-.291**	.228**
<i>General</i>	-.427**	.360**
<i>Total QoL</i>	-.404**	.354**

AFQ-Y(8): CLINICAL CUT-OFF (2)

ROC Curve

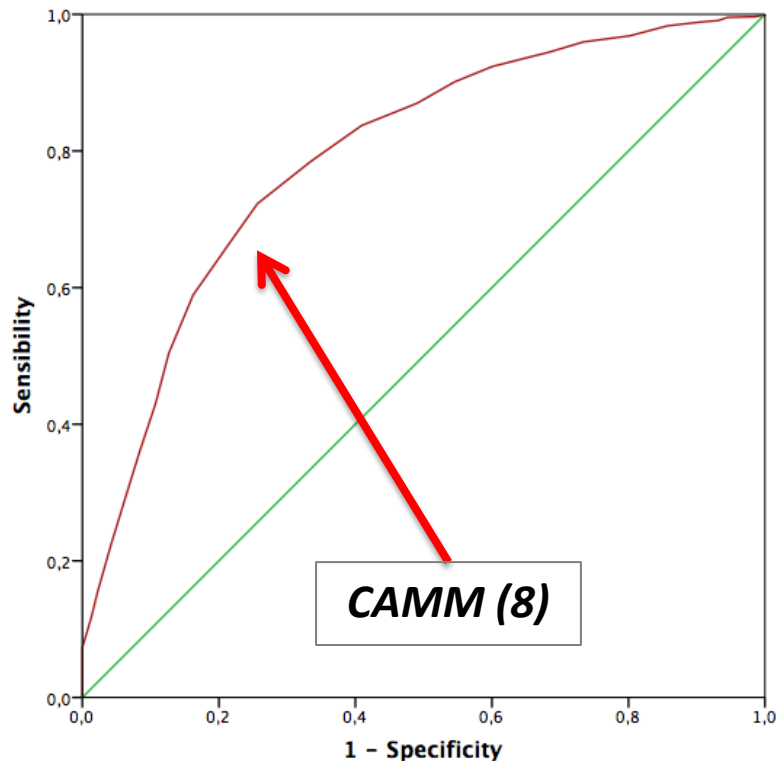


INTERNALIZING PROBLEMS

- ✓ AFQ score discriminate between those individuals with clinical internalizing problems and those without clinical internalizing problems (Area=.785, $p=.000$).
- ✓ Cut-off value = **10** (sensitivity=.732, specificity=.698)

CAMM (8): CLINICAL CUT-OFF (2)

ROC Curve



INTERNALIZING PROBLEMS

- ✓ CAMM score discriminate between those individuals without clinical internalizing problems and those with clinical internalizing problems (Area=.792, $p=.000$).
- ✓ Cut-off value = **18** (sensitivity=.723, specificity=.744)

CONCLUSIONS

AFQ-Y (8) ITALIAN VERSION

1. La mia vita sarà bella solo quando mi sentirò felice
2. I miei pensieri e le mie emozioni incasinano la mia vita
3. Se mi sento triste o impaurito penso che c'è qualcosa che non va in me
4. Le cose brutte che penso di me sono sicuramente vere
5. Se ho paura di fare pasticci, non provo a fare cose nuove
6. Devo liberarmi dalle mie preoccupazioni e dalle mie paure per vivere bene
7. Faccio il possibile per non apparire stupido di fronte alle altre persone
8. Mi sforzo di cancellare dalla mia mente i ricordi che mi fanno male
9. Non sopporto di sentire dolore o sofferenza fisica
10. Se il cuore mi batte forte, deve esserci qualcosa che non va in me
11. Mando via i pensieri e le emozioni che non mi piacciono
12. Ogni volta che mi sento male smetto di fare le cose per me importanti
13. Quando ho pensieri che mi rendono triste vado peggio a scuola
14. Dico cose per sembrare figo
15. Vorrei avere una bacchetta magica per mandare via tutta la tristezza
16. Ho paura delle mie emozioni
17. Non posso essere un buon amico quando mi sento agitato

1. My life won't be good until I feel happy
2. My thoughts and feelings mess up my life
3. If I feel sad or afraid, then something must be wrong with me
4. The bad things I think about myself must be true
5. I don't try out new things if I'm afraid of messing up
6. I must get rid of my worries and fears so I can have a good life
7. I do all I can or make sure I don't look dumb in front of other people
8. I try hard to erase hurtful memories from my mind
9. I can't stand to feel pain or hurt in my body
10. If my heart beats fast, there must be something wrong with me
11. I push away thoughts and feelings that I don't like
12. I stop doing things that are important to me whenever I feel bad
13. I do worse in school when I have thoughts that make me feel sad
14. I say things to make me sound cool
15. I wish I could wave a magic wand to make all my sadness go away
16. I am afraid of my feelings
17. I can't be a good friend when I feel upset.

CAMM (8) ITALIAN VERSION

1. Me la prendo con me stesso se provo emozioni che non hanno senso
2. Vado in giro per la scuola sovrappensiero
3. Mi tengo impegnato per non far caso a quello che penso e che sento
4. Mi dico che non dovrei sentirmi nel modo in cui mi sento
5. Mando via i pensieri che non mi piacciono
6. Per me è difficile prestare attenzione a una cosa per volta
7. Me la prendo con me stesso per il fatto di avere certi pensieri
8. Penso a cose successe nel passato invece che pensare a ciò che sta succedendo ora
9. Penso che alcune delle mie emozioni sono negative e che non dovrei provarle
10. Cerco di non provare emozioni che non mi piacciono

1. I get upset with myself for having feelings that don't make sense
2. At school, I walk from class to class without noticing what I am doing
3. I keep myself busy so I don't notice my thoughts or feelings
4. I tell myself that I shouldn't feel the way I'm feeling
5. I push away thoughts that i don't like
6. It's hard for me to pay attention to only one thing at a time
7. I get upset with myself for having certain thoughts
8. I think about things that have happened in the past instead of thinking about things that are happening right now
9. I think that some of my feeling are bad and that I shouldn't have them
10. I stop myself from having feelings that I don't like.

DISCUSSION

AFQ-Y (8) & CAMM (8) show good psychometric properties:

- They are reliable instruments.
- Factorial structure is consistent with the theoretical model.
- High levels of experiential avoidance and fusion and low mindfulness skills are strongly related to internalizing problems such as anxiety, depression, somatization.
- Findings suggest the possibility to establish a cutoff score in order to detect clinical problems.

DISCUSSION

STRENGTHS

- Large sample
- Different part of Italy
- Wide age range
- Administration of a sound screening measure for youth (YSR)
- Feedback to schools

LIMITS

- Self report measures only
- Clinical sample

CONCLUSIONS

- **AFQ-Y (8) and CAMM (8):**
 - ✓ Can be administered quickly and without costs
 - ✓ Can support Italian clinical and educational psychologist in their work with children and adolescents.
 - ✓ Can stimulate research on mindfulness and psychological flexibility in the Italian context.

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THANK YOU!!!!

CONTACT US:

arianna.ristallo@gmail.com

martaschweiger26@gmail.com

act4teens@gmail.com

www.iescum.org