Assessing attachment representations in adolescence: the father/mother attachment questionnaire
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The Father/Mother Attachment Questionnaire (FMAQ, Matos, Almeida, & Costa, 1997) is a self-report instrument designed to assess representations of adolescents and young adults about their current relationship with parents, based on an attachment perspective (Ainsworth, 1989; Bowlby, 1973, 1977). Since its original development, the scale has been revised and used in several independent studies. The present poster summarizes data on psychometric properties (discriminant power, reliability, factorial structure), and on construct validity. Additionally, data from the RAQ is compared with information provided by independent judges on a codified semi-structured interview (Family Attachment Interview, Bartholomew & Horowitz, 1991). Results from psychometric and validity studies indicate that FMAQ is a valid and reliable measure for studying attachment representations in adolescence. A small convergence between methods was found, although no theoretical inconsistencies among the dimensions have been observed.

Separation-individuation process in Italian adolescents
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The Separation-Individuation process is one of the most important developmental tasks during adolescence, relevant to achieve a stable sense of individual identity. This developmental pattern has been assessed by several studies employing the Separation Individuation Test of Adolescence (SITA; Levine et al., 1986). The aim of the present study is twofold: (a) to sound the psychometric features of the SITA in Italian adolescents; (b) to identify the presence of typical configurations of the separation-individuation process in Italian adolescents.
The sample consisted of 820 Italian adolescents (48% male), aged 14-19 years old.
The separation-individuation process was assessed by using the Separation Individuation Test of Adolescence (SITA). Data showed that: (a) original structure of SITA was confirmed and (b) adolescents could be divided into 4 clusters with regard to the separation-individuation style.