

## **The effect of birth order on emotional expressions in spontaneous father-infant interactions: an exploratory study**

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The investigation of the facial expressions of emotions of fathers and their first-born and second-born infants in the course of spontaneous dyadic proto-conversation is important because it will extend our understanding on the role of interactional context within salient family relationships in children's emotion regulation styles, through which they learn to negotiate emotional challenges. Seven first-born and four second-born infant-father pairs were observed during spontaneous interactions at home from the 2<sup>nd</sup> to the 6<sup>th</sup> month of infants' life. Microanalysis of paternal and infant facial expressions of emotion provided evidence of similarities and differences in certain variables of emotional coordination summarized as follows: a) emotional matching and attunement accompanied early first-born and second-born infant-father proto-conversations, b) first-born, second-born infants and their fathers remain consistent in their emotional expressions in the beginning and at the end of proto-conversation, c) first-born and second-born infants "match" and "complete" paternal positive emotions more than vice versa, d) non-significant developmental changes were evidenced for first-born and second-born infant and paternal pleasure and interest, e) descriptive data provided evidence of temporal differences in the structure of father-infant proto-conversation across birth-order. These results will be discussed in the frame of the theory of innate intersubjectivity.

## **Imitation in DZ twin infant interactions**

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In the present naturalistic, longitudinal study, which took place in Crete, we studied the development of imitation during the dyadic interaction: a) of non-twin infants with their mothers, b) of twin DZ infants with their mothers, and c) between twin DZ infants. Analyses indicate similarities between the groups of the sample as for the playful and serious imitation, the use and nonuse of objects during imitation and the forms of interaction (turn taking, co-action, combinations) within which imitation takes place.

## **Parent supportive psychodynamic therapy. Qualitative analysis of the work process in clinical social work**

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The present study is based on a qualitative multiple case-study research on psychodynamic clinical social work practice. The methodology the researcher used followed the heuristic paradigm, where the practitioner was concurrently the researcher, who -ex post facto- studied his everyday practice in a Child Guidance Clinic. In order for the research to take place, there was no change or alterations applied to the clinical setting. The research aimed at studying the clinical intervention process and its effectiveness to six parental couples, whose -latency aged- children presented dominant separation anxiety disorder symptoms. The theoretical basis of the intervention process were the supportive psychodynamic psychotherapy model techniques. After the categorization of the research material, the cross-case analysis followed and the clinical process was analyzed. In the clinical practice with parents some techniques were used which constitute the psychodynamic clinical social work process. The specific techniques are described, enriched with examples from the case material and are examined for their effectiveness. As a result, they appear to have contributed to the understanding of the child's emotional needs, as well as in reducing the child's separation anxiety symptoms. Moreover, the interdisciplinary collaboration and the understanding of parental non-verbal communication have been important parameters of the intervention process and its effectiveness.

## **Frequency, direction and kinds of imitation in DZ twin infant interactions**

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The aim of the present paper is to describe and discuss part of the results of a naturalistic, longitudinal study focused upon the development of imitation during the dyadic interaction: a) of non-twin infants with their mothers, b) of twin DZ infants with their mothers, and c) between twin DZ infants. The study took place in Crete. Ten home visits were made to each family, every month, from the first to the 10th month of life. Analyses indicate differences and - mainly - similarities between the groups of the sample as for the direction (who imitates who and how often) and the kinds of imitation.

## **Young children's secrets: A developmental and psychodynamic approach**

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The aim of the research was to determine whether young children can distinguish between secret and non-secret pieces of information. Ninety children aged 3.5 to 6.5 years rated (on a 3-point scale) the secrecy of items from a list of personal information about an age- and gender- appropriate puppet. The list of personal information was first validated using a sample of young adults (N=30) who classified the items as secrets or non-secrets. Factor analysis of the children's data extracted three factors. The first two corresponded with the adult categories of non-secrets and secrets, but a distinct third factor emerged, corresponding to surprises. Trends in mean secrecy ratings were analysed across three age sub-groups (3.5-4.5, 4.5-5.5 and 5.5-6.5 years). Surprises were rated as significantly more secret than non-secrets at all ages, but there was also a tendency to rate non-secrets as secrets, that decreased with age. Only the oldest age group rated secrets (and not just surprises) significantly higher than non-secrets. The results are interpreted as showing that young children can distinguish secrets from non-secrets, thus can understand the idea of 'what is secret'; however, their perception of what is secret may be strongly influenced by linguistic cues. The discussion also stresses the significance of young children's secrecy for the separation- individuation process.

## **What is clinical hypnosis: a short profile**

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