

The importance of «context» in research interviews

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Abstract

In the present study the research interview is examined as a communicational reality created by the interaction between the researcher and the interviewee. This interaction articulates three different levels of reality for each participant: The everyday reality, the interview context and the flow of transference. The term context is not used here to imply setting; It has the meaning of an establishment within the limits of which «behaviours» are produced. One such «behaviour» is the interview speech which, under the perspective, is examined as a «speech event». The interview context, traversed by the flow of transference, mediates the everyday reality of the interviewee. Access to this reality, which is what constitutes the object of research, is not direct, but occurs through the context. Furthermore, it is argued that in-context communication is multileveled and extremely complex. Both the researcher and the interviewee do not only exchange overt information, but also information which refers to their relationship. That is, in every interview situation, there is always a meta-communicational level, which determines the subjects' speech choices both in terms of form and in terms of content.

The world of emotions; an approach through M. Lobrot's theory

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Abstract

This paper presents a new view of the world of emotions, and its role in the therapeutic process. Psychoanalysis focuses its attention towards the meaning of representation. Reichean schools recognize the significance of emotions and focus their attention towards the facilitating of their expression. Most researchers recognize the primacy of perception-representation, and they set emotions in the service of action, by attributing to them an informative role. M. Lobrot (1983), based on the views of W. James, P. Janet and others, maintains that action is set in the service of emotion; human beings do not live in order to survive, but in order to live e-motionally. Experiencing emotions depends on cultivation of the realm of impulses and desires through experience. Anxiety, being a source of disturbance, agitation and psychological disorganization, engulfs/possesses the subject only in cases where s/he lacks, because of external and internal reasons, the possibility of counter-balancing the experience of negative emotions. A rich and differentiated realm of impulses-drives, besides opening up to life, is also protective. The suggested psychotherapeutic and educational method focuses its attention towards those conditions which facilitate the creation of new impulses-desires through experiences of free expression, dramatization, communication, as well as through empathy (C. Rogers) and unconditional acceptance.

Cognitive processing of televised story by elementary school children

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Abstract

The present study was designed to assess the cognitive processing of a televised story in a comprehensible or non comprehensible language. Elementary school children (N=56) aged 6-7 years and 9-10 years were tested on recall and recognition of central, peripheral and implicit (inferences) content. Older children performed better on all measures. Younger children's performance was influenced by their inability to decentrate their attention from peripheral content. Language was found to influence children's performance with respect to recognition of central and peripheral content, while it did not affect their performance on measures which require deeper cognitive processing (recall and inferences).

Social behaviour of preschool children living in institutions

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Abstract

The social behaviour of forty eight children, aged 2 1/2 to 5 1/2 years, living in institutions, and 25 controls, matched for age and sex was studied. The method used was that of naturalistic observation during free play and formal activity sessions in the classroom. The Richman and Graham questionnaire, referring to health and behaviour problems of preschool children, according to the caretaker's opinion was also used. Results showed that children living in institutions were not playing with other children as frequently as children living with their own families. Instead they were disturbing and presenting aggressive behaviour, although a significant difference in their involvement in classroom activities was not found. In addition, they were reported to have more frequently health and behavioural problems. Cluster analysis of children in the experimental group, on the basis of observational data as well as their total score on Richman and Graham questionnaire, revealed three clusters. The most frequent behavioural pattern was the one less deviating from that of the controls, and children in this cluster were usually admitted late to institutional care; after 2 1/2 years or older than 3 1/2 years. On the contrary, children clustered in the most deviating pattern of behaviour were all under 3 1/2 years old, and usually admitted early in institutional care, because of abandonment by both parents.

ITPA as a diagnostic test for predicting school readiness in greek children

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Abstract

This research was designed to investigate the relationship of the ITPA subtests to measures of academic performance (reading, spelling and arithmetic). The purpose of the research was to investigate if the ITPA is a valid test to predict school readiness. The results supported the hypothesis. The psycholinguistic abilities, especially the subtests auditory association, grammatical closure and auditory closure, show a high correlation with academic achievement.