

Abstracts

THE EFFECTS OF THE STRATEGIC FAMILY THERAPY INTERVENTION ON MARITAL CONFLICTS

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The present research investigate the effects of strategic family therapy intervention in marital conflicts. Thirty nine distressed couples, who have asked for conselling services, were randomly divided into 2 experimental (21 couples) and Control (18 Couples) groups. All couples participated in a clinical interview and completed the Enrich Satisfaction Test. Then couples in the experimental group Participated in a 6 weeks strategic family therapy intervention, while couples in the controle group were on the waiting list. After 6 weeks, both groups were reevaluated as the post test. The results showed that the strategic family therapy has improved the couples' satisfaction and has reduced the interpersonal conflicts between them. It was also found that: a) The intervention was more successful among women, b) The strategic family therapy was more effective on communication problems compare to other factors of conflict.

Keywords: *strategic family therapy; marital conflicts.*

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**RELATIONSHIPS BETWEEN MOTHER'S PATHOLOGICAL SYMPTOMS AND
FORMATION OF ATTACHMENT AND SOCIO-BEHAVIORAL PROBLEMS IN
THEIR PRESCHOOL YEARS CHILDREN**

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To investigate the relationships between mother's pathological symptoms and formation of attachment and socio-behavioral problems in their 4 years old children, 176 mother-child pairs were randomly selected from a middle class community in Tehran. Data were obtained from mothers, children and nursery teachers by using following questionnaires: Beck Depression Inventory (BDI), Cattle Anxiety Scale, Security-Insecurity Inventory (S-I), The Adjustment Inventory - Adult form, Separation Anxiety Test (SAT), Preschool Children's Behavior Checklist -Teacher's form (PBCL), Preschool Children's Behavior Checklist - Parent's form (BCL) and California Preschool Social Competency Scale. Analysis of results indicate that only level of insecurity feeling and anxiety of the mothers can significantly predict the attachment security of their children; i.e., children whose mother had higher levels of insecurity feelings and anxiety, were more prone to insecure attachment. It was also revealed that children, whose mothers had higher levels of insecurity feelings, showed more socio-behavioral problems. There was no significant relationship between mothers' depression and maladjustment with attachment patterns or socio-behavioral problems of their preschool children.

Keywords: attachment, socio-behavioral problems, preschool children, pathological symptoms.

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**THE COMPARATIVE STUDY OF PSYCHOLOGICAL
CHARACTERISTICS BETWEEN PROSTITUTE WOMEN
AND NORMAL WOMEN**

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Abbasali Allahyari, * Ph.D.***

This study aims to assess psychological characteristics such as: Sensation seeking and its components, IQ, Self-esteem and Identity status of prostitute women in comparison with normal women. For this purpose, 60 prostitute women between ages 15 and 35 years old were used. These cases were selected from the Ministry of Health's Rehabilitation Center and also females who were in the Evin prison. The comparison group was chosen from normal females who living in Tehran. The two groups were matched in important variables (age, grade, and socio-economical conditions). All participants completed Zuckerman's Sensation Seeking Scale, Progressive Raven's Matrices, Cooper Smith's Self-Esteem Questionnaire and EOM-EIS2. For examining the hypotheses, statistical methods such as Independent Samples t-test and Chi-Square were used. Results indicated that the sensation seeking total score, disinhibition, boredom susceptibility and experience seeking scores in prostitutes women were significantly higher than the normal women; but the thrill and adventure seeking component among the two groups did not differ significantly. Also, prostitute women were evaluated lower in IQ and self-esteem than normal women. Prostitute's identity status didn't significantly differ from those of normal women.

Keywords: *prostitution, sensation seeking, intelligence, self-esteem, identity.*

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***A STUDY OF THE RELATIONSHIP BETWEEN METACOGNITION, LEARNING
CONCEPTIONS, AND 12-GRADERS' LEARNING PERFORMANCE***

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This study examine the relationship between metacognition, learning conceptions and 12-graders' EFL learning performance. Three hundned and seventy preparatory high school students (boys and girls) in Yazd were randomly selected. A state metacognitive inventory and a researcher-made EFL test were adminstered to the sample. Eighty of these participants were also interviewed concerning their views of learning. Metacognition, conceptions of learning and language learning conceptions were found to be related to EFL learning performance. High achievers were significantly different from the low achievers in the above areas. However, gender differences were not found to be significant.

Keywords: *metacognition; learning; learning conception; learning performance.*

***THE EFFECT OF ACTIVE & PASSIVE MUSIC THERAPY
ON ADOLESCENTS DEPRESSION***

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Ali Fathi Ashtiani,** Ph.D. & Kazem Rasoolzaeh Tabatabaie,** Ph.D.***

To assess the effect of music therapy on adolescents depression, 80 depressed female students were randomly selected and assigned into a control and 3 experimental groups. Subjects in experimental groups experienced active music therapy (group E₁), passive music therapy with western pop music (group E₂), and passive music therapy with Iranian pop music (group E₃). To assess the subjects' depression level, clinical interview and Beck Depression Inventory (BDI) were used in pretest and post test conditions. Results indicated the effectiveness of both active and passive music therapy. Although the effectiveness of active method was more than passive one. There was not any significant difference between Iranian

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and Western pop music therapy.

Keywords: active music therapy; passive music therapy; depression.

**THE EFFECT OF TRANSACTIONAL STRATEGIES INSTRUCTION ON THE
READING COMPREHENSION IMPROVEMENT**

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The transactional strategies instruction is one of the methods of cognitive and meta-cognitive instruction planned for students with low achievement in elementary schools. The purpose of this study was to determine the effect of transactional strategies instruction on reading comprehension improvement. Subjects were consisted of 60 weak students in comprehension (30 girls and 30 boys) who were studying in the 5th grade of elementary schools. The subjects were randomly selected and assigned into three groups (experimental, control 1, and control 2). Subjects in the experimental group received 20 training sessions (each 100 minutes) on four comprehension strategies: Summarization, prediction, question generation, and question-answering. The first control group received traditional instructions, definition of comprehension strategies and practice. The second control group received only traditional instructions. In order to collect the data, the Teacher-made Comprehension Tests, Cattell Intelligence Scale, Dyslexia Syndrome Form, and Comprehension Evolution and a demographic questionnaires were used. The results of Multivariate Analysis of Variance showed that the experimental group had significantly higher scores on comprehension tests than the other two groups ($p < 0.001$). The results of MANOVA also showed that girl students had significantly higher scores on the comprehension tests than boy students ($p < 0.001$).

Keywords: transactional strategies instruction; reading comprehension; low achievement students.

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