

Abstracts

THE EFFECT OF FAMILY AND SUPPORTIVE THERAPY ON CHANGING FAMILY STRUCTURE OF RUNAWAY GIRLS

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This study at the first stage attempts to assess family structure of runaway girls and also assessing quality of their functions on "family roles", "problem solving" and "emotional responsiveness". The sample consists of 50 subjects from five centers including: juvenile justice system, crisis intervention of the welfare center, counseling center of the educational system, Reihaneh halfway and prisoners of juvenile delinquencies. At the second stage, 15 participants with dysfunctional family structure took part in ten therapeutic sessions (family and supportive therapy). The Family Assessment Device (Iranian revised) was used. Result showed that; 1) the family structure of runaway girls is dysfunctional; 2) the participants' level of function in "family roles", "problem solving" and "emotional responsiveness" subscales were below the normal stage; 3) the application of family systems therapy with supportive therapy can be useful for runaway girls to recover their family structure.

Keywords: *family structure, family therapy, supportive therapy, runaway girls.*

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**A COMPARATIVE STUDY OF PROSOCIAL SELF-REGULATION IN GIFTED, BLIND
AND NORMAL CHILDREN**

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The purpose of the present study was to compare prosocial self regulation behavior in gifted ,blind and normal children. The subject consisted of 75 gifted, 77 normal and 32 blind children randomly selected from elementary schools of Shiraz. The instrument was Prosocial Self-Regulation Questionnaire (SRQ-P). This Questionnaire is constructed by Deci & Ryan (1985) and consist of three sub-scales, by means of which children's prosocial behavior was evaluated. Analyses of data releaved the following results: a) A significant difference between the three groups in control regulation, [$F(2, 183) = 21.92 p < 0/001$], normal children scored higher than blind and gifted children. b) A significant difference between the three groups in autonomy regulation. c) A significant difference between the three groups in Relative Autonomy Index(RAI), [$F(2, 181) = 41.92 p < 0/001$], normal children scored higher than blind and gifted children. d) No significant difference between boys and girls in (RAI). e) A significant correlation between fathers education and mothers education with RAI.

Keywords: *prosocial behavior, self-regulation, gifted children, blind children, identified regulation.*

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**THE EFFECT OF METACOGNITIVE KNOWLEDGE AND GUIDED SELF
QUESTIONING TRAINING ON PROBLEM SOLVING PERFORMANCE OF
CHILDREN**

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In order to investigate the effects of metacognitive knowledge, verbalization, and possible interactive effects of these two factors on problem solving performance of children, using a 2x4 factorial design (high-low metacognitive ability x four kinds of verbalization: guided self questioning, unguided self - questioning, self - talking, and silent) 64 seventh - grade students were required to solve geometry problems. Verbalization differences between verbalization groups were determined through an analysis of "think aloud" protocols. Results were as follows: (1) regardless of verbalization, higher metacognitive children performed better than the lower metacognitive children; (2) children who were required to verbalize (specially guided self - questioning group) outperformed silent children; and, (3) the positive effect of verbalization on problem solving depends on the level of metacognitive knowledge, which means that children who have high levels of metacognitive knowledge benefit more from verbalization than low metacognitive children. This finding is consistent with the hypothesis that the positive effect of verbalization on problem solving is not due to verbalization per se, but to the metacognitive processing derived from verbalization required to produce explanations for problem solving efforts.

Keywords: *problem solving, self questioning, self talking, metacognitive knowledge.*

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**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND QUALITY
OF ATTACHMENT IN GIFTED AND NORMAL STUDENTS**

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Relationships between emotional intelligence and the quality of attachment was compared on gifted and normal students(245 male, 255 female). After measuring the IQ with WMTI test (Ejei, 1980), subjects respond to IPPA scale (Greenberg, 1995) and EQ- I inventory (Bar-on 1997). Regression analysis suggest meaningful relationship between EQ- I and the quality of attachment. The entered variables in stepwise regression for gifted group were (alienation to peers, trust to mother, alieanation to father, communication to peers, age) , the entered variables to stepwise regression on normal group were (trust to father, alienation from mother, trust to peers, mother, age). ANOVA showed the meaningful effect of gender on EQ-I. MANOVA showed the effect of gender on first, second, fourth, and eighth subscales of EQ-I. in addition group variable had only effect on eighth subscale of EQ- I. The effect of group on gender was meaningful on first, second, fourth, and eight subscales of EQ-I.

Keywords: *emotional intelligence, intelligence, quality of attachment, gifted student. normal student*

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**COMPARISON OF THE MENTAL HEALTH IN DRUG DEPENDENTS,
DRUG SMUGGLERS, AND NORMAL PEOPLE.**

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Addiction is the most extensive and important social problem in Iran. The purpose of the present study was to compare mental health in drug addicted, drug smugglers and normal people. The sample included 100 people in each group. Results showed that the had addicted group had significant differences with the non-addicted groups; ie. the addicted group had the worst mental health status in comparison with the other two groups.

Keywords: *mental health, drug smuggler addiction, stress.*

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LEXICAL STUDY OF PERSONALITY FACTORS IN PERSIAN LANGUAGE

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This article discusses the lexical study of personality factors in Persian language. 12000 traits were found from four Persian dictionaries and forty story books from famous and important authors. After refining the traits (e.g. omission of synonymous, opposites, etc.), finally 74 traits remained. A questionnaire was provided including first person statements for each trait. Three-hundred and sixty bachelor level students who were selected from universities, in Tehran, completed the questionnaire. A factor analysis with varimax rotation was administered on the data. The factor analysis revealed five factors namely; Commitment (C), Openness (O), Neuroticism (N), Extraversion (E), and Religiosity (R).

Keywords: *personality factors, farsi language, classification.*

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