

**PSYCHOLOGY IN THE NEW EUROPE: 11-14 09 2005
CONFERENCE HANDBOOK**

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BRITISH AND EAST EUROPEAN PSYCHOLOGY GROUP

The British and East European Psychology Group was formed shortly after the political revolutions in east and central Europe, with the following aims:

- Encourage communication and understanding between psychologists on both sides of the former communication divide.
- Promote research, teaching and exchanges between psychologists East and West.
- Facilitate the entry of east and central European psychologists into the worldwide community of psychologists.
- Increase awareness of western psychologists of the particular strengths and needs of psychologists in east and central European countries.

These aims are pursued through:

- Web page, <http://www.beepeg.org.uk>, linking to psychological societies, academic journals, and university departments throughout east and central Europe; also information about sub-departments.
- Network of individual UK members willing to share their experience of psychology in twelve former soviet countries.
- Annual meetings in London and occasionally in central Europe, thus in 1995 we hosted a successful conference in Matej Bel University, Slovakia with representatives from 14 east European and 5 western countries (selected papers at www.beepeg.org.uk); and in 2000 a conference on multiculturalism, co-hosted with the Psychology Department, Masaryk University, Brno, ČR: www.beepeg.org.uk > books.
- *Up-Date*, our newsletter, which is distributed to most university psychology departments in east and central Europe and in Britain, and to some departments in the US and the British Commonwealth. Up-Date series 1 contains overviews of psychology in the various east and central European states; series 2 is compiling overviews of research psychology in the region: www.beepeg.org.uk > up-dates.
- A large database of psychologists from 18 countries in east and central Europe, and from Britain, Canada, Australia and the US.

For more information, membership forms, etc see: www.beepeg.org.uk

BEEPG OFFICERS:

Chair: Richard Rawles, r.rawles@ucl.ac.uk

Secretary: Hilary Gray, beepeg@btinternet.com

Treasurer: Roger Bunce: r.bunce@ucl.ac.uk

Meetings secretary: Phil Edwards: edwards.jp@btinternet.com

Communications secretary: Christopher Alan Lewis: ca.lewis@ulster.ac.uk

BEEPG COUNTRY REPRESENTATIVES

Baltic States: Dr. Rita Zukauskienė: laav@fsf.vu

Bosnia: Dr. E. Durakovic-Belko; elfa@bih.net.ba

Bulgaria: Professor. Tolya Stoitsova:
stoitsovat@yahoo.com

Croatia: Dr. Ingrid Brdar: brdar@human.pefri.hr

Czech Republic: Professor Vladimir Smekal:

Georgia: Professor R. Goodwin:
robin.goodwin@brunel.ac.uk

Hungary: Dr. Erzsébet Dienes: dienes@holop.hu

Kazakhstan: Professor Alla Kim: alla_kim@hotmail.com

Serbia: Professor Miklos Biro: biro@ptt.yu

Poland: Dr. Danuta Orłowska:

Danuta.Orlowska@candi.nhs.uk

Romania: Dr. O. Benga:

OanaBenga@psychology.ro

Russia (Moscow): Dr. Richard Rawles (above)

Russia (St Petersburg): Professor. Nigel

Foreman: n.foreman@mdx.ac.uk

Slovakia: Professor Damien Kovač:

expro@savba.sk

Ukraine: Professor E. Ivanova: eivanova@online.kharkiv.com

THE BRITISH & EAST EUROPEAN PSYCHOLOGY GROUP SINCERELY THANKS:

The Jacobs Foundation, Zurich, www.jacobsfoundation.org, whose Young Scientists scheme made this conference possible by funding young scientists mainly from countries which are not yet EU members.

Anna Pytko, National Coordinator, European Union Framework Program National Contact Point, Warsaw, and Dr. Monique van Donzel, Scientific Secretary of the European Science Foundation, for ready encouragement regarding one of our Conference aims, namely to increase psychologists' competence regarding access to European research funds. We are particularly grateful to Dr. Henk Stronkhorst, Director, Social Sciences Unit of the European Science Foundation, for substituting at very short notice when Dr. Van Donzel became ill.

The A. R. Luria Memorial Fund.

The Scottish Branch and the History of Psychology Section of the British Psychological Society, who funded the attendance of relevant individual researchers.

Professors Łosiak, Nęcka and Kielar-Turska, Drs. Marta Bielecka-Pikul and Anna Kołodziejczyk from Jagellonian University Institute of Psychology for encouragement and practical support.

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Mrs. Halina Zabczynska, manager, Mr. Jan Błonki and Mr. Krzysztof Sala, catering managers at Centre Polonia, for efficient and pleasant hospitality.

Finally we thank all our attenders, especially those who have come so far. We believe personal contact across the former political divide is important in its own right. We are glad to pursue it with you, to discuss our research psychology, and to learn more about resources to extend cooperation.

Richard Rawles, BEEPG chair, regrets he cannot attend due to another east European commitment, but joins these expressions of appreciation.

Christopher Alan Lewis and colleagues look forward to joining us with our Polish colleagues at the 32nd Annual Congress of the Polish Psychological Association, Krakow, 22-25 September.

**BRITISH AND EAST EUROPEAN PSYCHOLOGY MEETING:
JAGELLONIAN UNIVERSITY CENTRE POLONIA, PRZEGORZAŁY, KRAKÓW: 11-14 SEPTEMBER, 2005
PROGRAM**

SUNDAY Sept 11th	
From 14-00	Registration
From 16-30	Tell us your time of arrival at John Paul Airport or Kraków Główny station: planes arriving around 16-30 met by minibus; as many other planes & trains as we can.
17-30	Tea
20-00	Welcome supper

MONDAY Sept 12th			
09-00	Henk Stronkhorst, Director, E.SF. Social Science Unit: The European Science Foundation: operations and access Co-chairpersons: Bożidar Kaczmarek, Marie Curie U., Lublin, Poland; Robin Goodwin, Brunel University, UK		
10-30	Coffee		
10-45 – 11-45	European Science Foundation: interactive session		
12-00	Jerome Tobacyk: Louisiana Technical University, USA: Psychological Type Theory as a Framework for Encouraging Cooperation among Psychologists: Co-chairpersons: Yuri Kovaliov, St. Petersburg State University, Russia; Judith Sixsmith, Manchester Metropolitan U., UK;		
13 00	Lunch		
14 00	<p>Developmental Psychology I: Language and Thought: Chairperson:</p> <p>Social Cognition Development in Children who Lack a Structured Social Environment: Elena Geangu Babeş-Bolyai U, Cluj</p> <p>Referential Communication in Young Infants: Hilary Gray, University of Manchester, UK</p> <p>Child Model of the World: Bożydar Kaczmarek, Marie Curie U, Lublin</p>	<p>Neuropsychology I: Chairperson:</p> <p>Spectral and Complexity Features of the EEG in Stroke – A Case Study Andrea Balint et al, Institute of Psychology, Hungarian Academy of Sciences.</p> <p>Neuropsychological Assessment of Memory Function in M.S. Patients: Vojislava Bugarski, Marija Semnić & Zoran Todorovski, U. Novi Sad, Serbia</p> <p>Virtual Environments in Psychology: Nigel Foreman,</p>	<p>Organisational Psychology I: Psychology in new economic structures Chair-person: Rosemary Nodder, University of Hertfordshire, UK</p> <p>Psychological and Financial Deprivation and Well-being of Unemployed: Zvonimir Galić, U. Zagreb</p> <p>Lay Understanding of Pension Reform in Russia: Yuri Kovalev, St. Petersburg State U.</p> <p>Self-image of Efficient Top-managers in Russian Internet Business</p>

		Middlesex University, UK	L.Travina, G.Mironová, A.Abramov: RAS/RAN, Program Systems Institute, Pereslavl, Russia.
15-30:	Tea		
16-00	<p>Developmental Psychology I, Language and Thought (continued): Chair-person: Alice Sluckin, University of Leicester, UK</p> <p>Age Differences in Children's Comprehension of a Popular TV Story: Anna Kołodziejczyk, Jagellonian U., Kraków</p> <p>Developing Thinking and Communication Abilities in Children and Adults: Rosemary Sage, U. of Leicester</p>	<p>Neuropsychology II: Work of Psychology Laboratories at the Nencki Institute of Experimental Biology, Warsaw Chairperson: Nigel Foreman, Middlesex University, UK</p> <p>Neural Correlates of Humour: Ewa Gierych, Nencki Visual Perception Laboratory.</p> <p>Recognition of Emotional Prosody in Brain Damaged Patients: Krystyna Rymarczyk, Psychophysiology Laboratory</p> <p>The Work of the Nencki Institute Laboratory of Neuropsychology: Aneta Szymaszek.</p>	<p>Organisational Psychology II: Seminar: Institute of Socionics, Kiev, Ukraine Chair-person: Rosemary Nodder</p> <p>1. Effective theory of mental structure and interpersonal relations forecasting: Alexander Boukalov & Olga Karpenko</p> <p>2. Effective Management and Staff Consulting with the use of Socionics Technologies: A. V. Boukalov, Olga Karpenko & G. V. Chykyrysová</p> <p>3. The Motivational sets of Psychological Types and their Dynamics. A. V. Boukalov & Olga Karpenko</p>
17 45: Supper			
18-45: Bus to Kraków: drop-off points: Wawel Castle; Jewish Quarter; Rynek (Market Place)			
22-30: Pick-up at pre-arranged place 3 minutes from Rynek (Market Square)			

TUESDAY Sept 13th			
09-00	Anna Pytko, EU Framework Program 6/7, National Coordinator, National Contact Point, Poland: The European Union's Programs for Research Funding and Systems for Access. Chairpersons: Birutė Pociūtė, Vilnius University, Lithuania; Alan Durndell, Glasgow Caledonian University, Scotland		
10-30	Coffee		
10-45 – 11-45	Anna Pytko: EU Framework Program 6/7		
12-00	Edward Nęcka: Working Memory, Attention, and Arousal: towards the processual model of human intelligence Chairpersons: Ivan Jerković, University of Novi Sad, Serbia Montenegro; Nigel Foreman, Middlesex University, UK		
13-00	Lunch		
14-00	<p>Developmental Psychology II: Relationships and emotions Chair: Rosemary Sage, University of Leicester, UK</p> <p>Assuming another Person's Perspective in Understanding Happiness: developmental studies on people aged 12 to 24 years. Dagmar Musial, Catholic University of Lublin</p> <p>Risk and protective factors for P.S.T.D. in Serbian children after the NATO air campaign: Marija Zotović & Ivan Jerković, U. Novi Sad, Serbia</p>	<p>Cognitive Psychology Seminar: Unconscious Negative Choice: theory of A. B. Allakherdov, Psychology Faculty, St. Petersburg State University. Convener: Yanina Ledovaya Chair-person: Nigel Forman.</p> <ol style="list-style-type: none"> 1. The After-effect of the Unconscious Arithmetical Calculations: Olga Naumenko 2. Unconscious control during the learning process: Nadhezda Moroshkina 3. Uncertainty Reaction in Different Types of Cognitive Tasks: Maria Kulvadina 4. Characteristics of Processing Consciously Ignorable Information in Memory: Valeria Gershkovic 5. Regularly Varying Irrelevant Parameters of Information Help Memorising: Y. Ledovaya 	<p>Clinical Psychology I: Relationship research: Chairperson: Danuta Orłowska, Camden & Islington NHS Trust, London</p> <p>Adult Attachment: Margareta Jelić, U. Zagreb</p> <p>Bonding behaviour and Social Etiquette: reactions to bonding behaviour inconsistent with social norms: Alicja Kuczynska, U. Wrocław</p> <p>Psychotic and Religious Experiences: Lilya Korralo: University College London</p>
15-30	Tea		

16-00	<p>Developmental II, Relationships, Emotions (continued): Chair-person: Rosemary Sage</p> <p>Counselling in Schools: Rational and Emotive Behaviour Therapy based intervention: Adrian Opre: Babeş-Bolyai U, Cluj</p> <p>Researching Children's Well-being within a Collaborative Framework: Judith Sixsmith, Paul Duckett & Carolyn Kagan, Manchester Metropolitan U.</p>	<p>Methods in Social Psychology I: Chairpersons: Małgorzata Kossowska, Jagellonian U; R. Goodwin, Brunel U., UK</p> <p>Reliability or economy dilemma in social methods: Przemek Galik, Jagellonian U., Kraków</p> <p>Methods of Researching the effects of Communism: Danutė Gailienė, U. of Vilnius</p> <p>Trauma and Resilience of the Survivors of the Siege of Leningrad: qualitative and quantitative approaches: J. Borossa, St. Petersburg State U. & M. Gulina, U. Middlesex, UK</p>	<p>Clinical II: Methodological issues researching health, illness and family systems Chair-person: Danuta Orłowska</p> <p>The impact of major life threatening illness on the couple relationship: Roslyn Corney, U. Greenwich</p> <p>Qualitative methodology in the research of foster families: Irena Sobotková, Palacký U. Olomouc, ČR</p> <p>Coping mechanisms of families with hearing-impaired and with deaf-blind children: D. Štěrbová & J. Mitáš; Palacký U., Olomouc, ČR.</p>
17-30	Poster Session:		
18-00	Video version of film: Survivors of the Siege of Leningrad.		
20-00	Conference Dinner with Polish Folk Music		

WEDNESDAY, Sept. 14th		
09-00	<p>Qualitative Methods Seminar: Co-chairpersons: Roslyn Corney, U. Greenwich, UK; Hilary Gray, University of Manchester, UK</p> <p>Gender, IT & the Internet: Alan Durndell & Jane Guiller, Caledonian U., Scotland.</p> <p>Micro- and Macrogenetic analysing: Ewa Rzechowska: Catholic University of Lublin</p>	<p>Social Psychology Methods II: Co-chairpersons: A. Kwiatkowska, Adv. Sch. Social Psychology, Warsaw; Jerome Tobacyk, Louisiana Technical University, USA</p> <p>Techniques for Importing Scales: Gražina Gintilienė, Dovilė Butkienė, Sigita Girdzijauskienė: U. of Vilnius</p> <p>Multiple methods in Social Psychology: Robin Goodwin: Brunel University, London</p>
10-30	Coffee	
11-00	Final Plenary Session	
13-00	Lunch	
15-00	Disperse / Depart for Central Kraków / Airport via minibus	

RESEARCH FUNDING PRESENTATIONS:

The European Science Foundation: operations and access

**Dr. Henk Stronkhorst, Director, Social Sciences Unit,
European Science Foundation, Strasbourg, France**

Dr. Stronkhorst will present an overview of the structures and modes of operation of the European Science Foundation, its mission, member organisations, how the ESF itself is funded; and where psychology fits into the structure. Dr. Stronkhorst will illustrate the ESF's imaginative and extensive array of Instruments for supporting research, and explain some of the key ones, including the conferencing programs, EUROCORE, and also EURYL which is for young researchers.

The sessions will be open to questions. After coffee, the earlier explanation of the Foundation's Instruments will feed into an extensive, hands-on illustration of the ESF's democratic, bottom-up processes for reaching priorities regarding research to support. This will involve your responding to the ESF's current consultation regarding the user friendliness of its Instruments. (See *Questionnaire*, available with this Handbook, which we encourage you to complete and submit online to the Foundation: see *ESF Consults the Scientific Community at Large* on opening page of <http://www.esf.org>. We have special dispensation to respond later than the August 31 deadline.

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The European Union's Programs for Research Funding and systems for access

**Anna Pytko,
National Coordinator, EU Framework Program National Contact Point, Warsaw.**

Scientists from east European member states gained further rights to support for their research on May 1 2004, for example by relaxation of the requirement for a western partner. Anna will introduce us to the EU's response to scientific research needs including the structure of the European Research Area 6th Framework Programme particularly to the Marie Curie program, and the EU's Framework Program concept, including the very recently released principles that will inform the new FP7 which will be fully operational from 1 January 2007. She will illustrate the complex set of Instruments by which the FP operates, and the process of Calls by which the EU invites research proposals and advertises its priorities.

The EU operates a principle of incremental support for research, almost exclusively contributing where member states are unable to do so, especially in the case when international cooperation creates an "added value" results not possible to be achieved in fragmented research by single teams. This is often through the funding of small or large international research networks and joint research.

Anna will introduce us to earlier stages in the complex process that networks and other research consortia need to follow when applying for financial support.

Please also note that Anna has let it be known that she is happy to talk with individual or small groups of Conference members throughout the Conference period. Please see Conference Notice Board for her "desk".

**PLENARY LECTURE:
MONDAY 12/9**

**Psychological Type Theory as a Framework to Enhance Communication
and Research Cooperation Among International Psychologists**

Jerome J. Tobacyk¹, Żofia J. Tobacyk², & James M. Loveland¹

¹Louisiana Technical University

²Comartin Co., Warszawa

The political transformations of the 1980's produced profound changes and challenges, particularly for the peoples of Central and Eastern Europe and the former Soviet Union. These massive political transformations, within an increasingly globalised geo-political context, make understanding and appreciating the other both a challenge and a prerequisite for both individual and societal adaptation. Application of psychological type theory holds promise for providing a positively toned, common language for communicating across and transcending national, cultural, religious, ethnic, and individual differences. Psychological type can be applied as a tool to "humanize the other" and bridge the gap between "us and them". The four bipolar psychological type processes (Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving) describe universal properties of human consciousness that represent, respectively, basic modalities of attention, perception, judgment, and orientation toward the outer world. Psychological type provides a valuable conceptual framework and research tool for understanding cross-cultural similarities and differences for four reasons: (1) the apparent cross-cultural universality of psychological type; (2) the significant implications of psychological type for a wide range of individual and collective activities, including: communications, career and occupational choice, conflict resolution, management, leadership, problem solving, and adaptation to change; (3) evidence indicating that application of psychological type can enhance self-awareness and the appreciation of individual differences; and (4) the positive philosophy of human nature that is reflected in psychological type theory. Illustrations of cross-national psychological type research are reviewed that show correspondences between psychological types in selected academic majors and occupations for both Poland and the United States. In this research, samples of both Polish and American managers and business students all shared preferences for Extraversion, Sensing, Thinking, and Judging. Conversely, samples of Polish and American humanities students similarly shared preferences for Introversion, Intuition, and Perceiving.

**PLENARY LECTURE:
TUESDAY 13/9**

**Working Memory, Attention, and Arousal:
towards the processual model of human intelligence**

Edward Nęcka,

Institute of Psychology, Jagellonian University, Kraków, Poland

Professor Nęcka will present an overview of his published and current work that continues to contribute to changing international views regarding valid concepts of Intelligence. Published work includes:

- Nęcka, Edward & Orzechowski, Jaroslav, 2005. Higher order cognition and intelligence. In Sternberg, Robert J. & Pretz, Jean E. (Eds): *Cognition and Intelligence: identifying the mechanisms of the mind*. New York: Cambridge UP.
- Nęcka, Edward, 2004. Creative interaction: a conceptual scheme for the process of producing ideas and judging outcomes. In Runco, Mark A., (Ed.): *Critical creative processes: perspectives on creativity research*. Cresskill, NJ, US: Hampton Press.
- Nęcka, Edward, 2003: *Intelligence and Temperament*. In Sternberg, Robert J., Lautrey, Jacques et al (Eds.): *Models of Intelligence: international perspectives*. Washington DC, American Psychological Association.
- Nęcka, Edward, 1999. Learning, automaticity and attention: an individual-differences approach. In Ackerman, P. I., Kyllonen, P. C. et al: *Learning and individual differences: process, trait and content determinants*. Washington, US, American Psychological Association.

Gender, IT and the Internet

**Alan Durndell and Jane Guiller,
Glasgow Caledonian University, Glasgow, Scotland**

The literature on gender and IT goes back to the 1980's. Whilst computer use subsequently increased dramatically, gender effects remained, for example with far more boys choosing to study computing or owning computers. These effects might not have been present in the old Communist states, but a series of studies by Durndell and Haag (2002) found that Romanian students appeared to be moving towards a pattern of similar gender differences to those found in the UK.

Has the more recent online environment been more neutral?

Miller and Durndell (2004) studied almost 200 students who generated 699 contributions to a number of asynchronous online discussions on course related material. A coding scheme was developed using Atlas ti 4.2. It covered linguistic, paralinguistic and task codes. These codes were grouped into eight 'code families' such as attenuated (eg using qualifiers), authoritative (eg strong assertion) or negative socioemotional (eg disagreement). The results were analysed both qualitatively and quantitatively using Atlas ti 4.2 software.

Initial quantitative analysis indicated that there were no significant differences between the male and female responses, with respect to the average number or length of contributions. However, the participants identified themselves either with their name or an anonymous number. Utilising clear ethical guidelines, the researchers knew the true identity of the participants and it became clear that there was a highly significant tendency for females compared with males to choose an anonymous number to identify themselves.

Using these 'code families' the analysis in Atlas produced gender effects, for example that significantly more females than males made contributions that were attenuated but not authoritative, while males had a tendency to post negative responses to contributions. Many of these differences were substantial in absolute size, for example 31% of males as opposed to 64% of females produced attenuated but not authoritative contributions.

The conclusion is that the online world does not necessarily provide a gender-free environment. The comments of Sussman and Tyson (2000) are appropriate, that power relations in wider society will be reproduced in online communications.

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**Micro- and Macrogenetic analysing: schema of the qualitative
'developmental' research process**

**Ewa Rzechowska
Catholic University of Lublin, Poland**

I would like to present a proposal of the qualitative 'developmental' research process (Valsiner, 1996; Mey, 2000). It states the methodological implication of capturing prospective phenomena (the change as the process of changing; Geert, 1995). This attempt sets an example of a methodological solution enabling the detection of internal organization in phenomena that have large changeability over time. It requires focusing on internal transformations of the events:

- a) describing them in relational, contextual and multi-dimensional ways, as well as multi-domains (social, cognitive and logical-semantic); also
- b) analysing them on microgenetic and macrogenetic levels (i.e. each path of individual phenomena, and then the sets of those paths and their contextually developmental differentiation).

In the presentation, techniques for handling a multi-steps investigative workshop are described. The particular steps of the research procedure illustrated the results of my study of children constructing knowledge, in cooperation with their peers, with or without a tutor. The study analysed the children's construction process within the social, cognitive and logico-semantic domains. Three equal groups of peers, co-operating in triads, were examined: 108 children 5-6 years old not yet with concrete operations, 108 children 6-7 years old in the transitional stage and 108 children 7-8 years old with concrete operations, a total of 324 children. The investigation made it possible to grasp the changeability and variability of the courses of children's knowledge construction in the various domains: social, cognitive, and logical-semantic. The outcomes obtained in the following stages were hypothetical models reflecting micro- as well as macro-developmental transformations of phenomena in diverse contexts.

The credibility of results at different stages of the 'developmental' investigative process was considered as well.

Methodological issues in psychological studies of menopausal transitions

Eleonora Bielawska-Batorowicz
Institute of Psychology, University of Łódź, Poland

The menopausal transition is studied extensively both within medical and social sciences. The psychological investigations into menopause include several areas, such as the role of personality in the experience of symptoms, the effects of previous expectations related to menopause, the role of the context of transition (i.e. society, culture and family), and the cognitive and emotional effects of menopause. The paper discusses selected methodological issues that need to be considered while doing research on psychological aspects of menopausal transition. These issues include the way menopause is defined and by whom it is defined (a researcher vs. study participants), the context in which menopause is presented (medical or other), the presentation of symptoms of transition (predefined list or free description; positive vs negative wording), the selection of study participants (clinical vs general population samples), the study design (retrospective vs prospective), the instruments and measures and rationale for their selection. The possible effects of different approaches to studies are discussed and examples of studies given.

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The impact of major life threatening illness on the couple relationship: the influence of disclosure, coping mechanisms and communication styles

Roslyn Corney,
Department of Psychology and Counselling, University of Greenwich, UK

This study was a comprehensive literature review to assess the impact of major life threatening illnesses on couple relationships. The specific focus was on breast cancer and couples' different coping, disclosure and communication styles.

There was no evidence that the diagnosis and treatment of breast cancer increases relationship breakdown. There was some suggestion, however, that the quality of the marital and sexual relationship may deteriorate in some couples, while other couples report an increased closeness and cohesion in their relationship, probably as a result of posttraumatic growth. The quality of the previous relationship was the most important predictor of subsequent deterioration but prolonged emotional distress and gender differences in coping and communication styles may be other important predictors.

However, it is highly likely that the preponderance of quantitative studies and questionnaires may lead to a substantial underestimate of difficulties. Many studies used rather crude measures and individuals and couples found it very difficult to admit to difficulties, particularly using questionnaires. More qualitative approaches are necessary to find out in more detail, how individuals and couples cope. These can be used to train and increase the understanding of health professionals involved in their care.

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Adult Attachment

Margareta Jelić,
Psychology Department, FF, University of Zagreb

Research on adult attachment focused mainly on the relationship with partners. However, attachment theory predicts that attachment style once formed in childhood defines the structure and quality of later relationships to significant others, which means not only partners, but also friends and family members. We were interested in finding out whether the type of relationship is a relevant variable and whether the incidence of a particular attachment style differs with regard to the type of close relationship.

The aim of our first study was to assess the stability of attachment styles across students' romantic relationships, friendships and family relations. The results show that people form a more secure attachment in their relations with members of their families and friends than with their romantic partners. We also looked for a correspondence between attachment styles in different types of close relationships. Results are discussed in relation to the age of participants and the characteristics of students' life-style.

Our second study aimed at mapping the adult attachment styles into the wider personality structure. This study explores the personality correlates of two adult attachment styles in romantic relationships – anxiety and avoidance. For this purpose, modified Brennan's Inventory of experience in close relations (REF) and NEO PI-R measuring five personality dimensions (Costa and McCrae, 1992) were administered to the sample of 352 university students.

Results confirmed an orthogonal relationship between the two attachment dimensions, as well as correlations to the basic personality dimensions. Results have shown a variety of relations between two attachment dimensions and personality traits, both at the domain and facet level. Also, significant gender differences were found for anxiety attachment dimension, with females being more anxious. Due to the observed gender differences separate regression analyses were conducted for both sexes. Regression analyses demonstrated that high neuroticism is significant predictor of anxious attachment to romantic partners in both females and in males, but for females low agreeableness also plays an important role. Low openness and low agreeableness predict avoidant attachment to romantic partners for both genders.

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Psychotic and Religious Experiences

Liliya Korralo,

Department of Psychology, University College London

This talk aims at exploring the differences and similarities observed between psychotic and spiritual experiences. Spiritual experiences, whether welcome or unwelcome, and whether or not they are psychotic in form, have no connection with medicine (Fulford, 1996a). Psychotic experiences are seen as being destructive, overwhelming and difficult to live with (Goodwin and Jannison, 1990, Jackson, 1997). It has been argued that some form of psychotic symptoms have the same phenomenological aetiology as religious experiences (Buckley and Galaten, 1979). It has been found that although there are some similarities observed between these two experiences (state of external / internal light, sudden onset, euphoria prior to breakdown followed by paranoia (Clarke, 1999)), their course is different. This depends on the interpretation attached to the experiences by the participants. Psychotic patients tend to have a negative attitude towards their experiences, claiming that they have illnesses that need to be treated medically. Spiritual participants, on the other hand, tend to see their experiences in a more positive framework. Based on the previous studies, the current paper argues that positive interpretation of unusual experiences helps maintain the constructiveness of such experiences, and thus the social meaning of an abnormal behaviour helps an individual to integrate experiences in a less destructive way (Maslow 1964, Hardy, 1979).

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Bonding behaviour and Social Etiquette: people's reactions to bonding behaviour inconsistent with social norms

Alicija Kuczynska

Psychology Department, University of Wrocław, Poland

According to the evolutionary paradigm, bonding behaviours are an effective way to achieve bonds. Results of psychological research that used scripts of bonding behaviour consistent with social etiquette confirm these assumptions. The purpose of this article is to present results of research that are an attempt to answer the following questions: whether social standards influence the effectiveness of bonding behaviour, and if yes, what is their part in affective, cognitive and behavioural reactions of people towards whom bonding behaviours inconsistent with social standards are presented? 160 people took part in the study. A pair of specially trained researchers presented, among others, friendly and sexual behaviours towards them. The results of the research prove that social standards are a significant, but not the only factor that determines the effectiveness of bonding behaviour. The subjects' reactions depend also on the degree of conformity between the behaviours and social standards, and on the strength of their bonding aspect.

Qualitative methodology in the research of foster families

Irena Sobotková,

Department of Psychology, FF, Palacký University, Olomouc, Czech Republic

This paper from the area of family psychology is concerned with complex aspects of family functioning in foster families in the Czech Republic. The theoretical background is a systems approach to the family: theory of family stress, coping and resiliency and a strength-based approach to the family. The aim of the presented research was to investigate family functioning, especially family resiliency resources and coping strategies and to provide recommendations for improvement of the professional psychological services in substitute family care.

The empirical long-term and extensive research was carried out with 50 foster families. Most children placed there were suffering from the consequences of deprivation and some had been abused, or were physically or mentally handicapped. The research was closely connected to family counselling based on the principle of mutual partnership.

Methods: informal home visits, observation during the counselling and relaxation breaks for foster families aimed at family interaction, personal and family anamneses (recollection), detailed interviews with parents, life stories as a technique of narrative therapy with adolescents, and some questionnaire methods in addition: Family Environment Scale (FES), Family Hardiness Index (FHI) and Family Crisis Oriented Personal Evaluation Scales (F-COPES).

Selective research findings are presented – the characteristic features of resilient foster families, effective coping strategies and criteria of optimum family functioning. The author emphasizes the fact that psychologists have good possibility to support healthy family functioning within the framework of professional services.

The broader context of family research is discussed, with examples of good diploma theses with a focus on qualitative methodology which arose from work at the author's department in the last years. The contribution concludes with a consideration of how to further usefully develop the area of family research in which a qualitative approach is really relevant and effective.

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Coping mechanisms and strategies of families with hearing-impaired children and families with deaf-blind children

Dana Štěrbová and Josef Mitáš;

Palacký University, Olomouc, Czech Republic

This study is focused on the functioning of families with hearing - impaired children and families with deaf-blind children in the Czech and Slovak Republic. The theoretical background to the research was created with systematic approach to the family. One part of this study describes the results of qualitative study focused on coping strategies of the families. It was realized between years 2000 and 2002 in families with hearing - impaired children. The second part is focused on the family functioning and family coping strategies in families with deaf-blind children. The research was processed during the years 2003 - 2005. The methods used in those types of studies are following: CHIP, informal home visits, interviews, IPAQ etc.

For the research, it was important to have the possibility to observe families in their real life conditions. Authors focused their attention also to the influence of physical activities and outdoors activities and inactivity with regard to material conditions, place of residence, accessibility of the offer of physical activities for deaf-blind individuals etc. Other possibilities are monitoring of physical activities and inactivity, finding out preferences about physical activities in families, furthering the possibility of using coping behaviour "to do the activities together with my children". This part of the research is a part of the state research project: "Physical activity and inactivity of inhabitants of the Czech Republic in the context of behavioural changes", RP: 6198959221. Authors expect other reciprocal connection of this research on international research projects in other European countries with the possibility to use other monitoring techniques.

Results of these studies can help to psychologists in their professional therapeutic work with families with handicapped children.

**COGNITIVE PSYCHOLOGY SEMINAR:
UNCONCIOUS NEGATIVE CHOICE: THE THEORY OF A. B. ALLAKHERDOV, SPSU;
CONVENER: YANINA LEDOVAYA
FACULTY OF PSYCHOLOGY, ST. PETERSBURG STATE UNIVERSITY**

The Unconscious Negative Choice: a brief introduction.

**Professor V. M. Allakherdov;
Department of General and Cognitive Psychology, St. Petersburg State University.**

The key experimental phenomenon: there is a tendency not to bring to mind, realize, do, etc on repeat occasions what was not brought to mind etc before: “the unconscious negative choice”. This stability is shown in numerous experiments (not performing what was not performed before, non-recognizing what was not recognized before etc). What was not perceived, calculated, understood once, tends not to be perceived, calculated, understood repeatedly. The errors tend to be stably repeated. For instance, people tend to repeat their own misprints six times more often than to make new ones. But in order for there to be a choice not to bring to mind the same stimulus, it first must be in the memory, then recognised as identical, and only after all this is a choice made not to bring it to mind during this second occasion. The explanation of this phenomenon resulted in working out my original theory.

The characteristics, cues, etc that we do bring to mind, realize, etc are the result of the work of a special mechanism of our brain (let us term it “the mechanism of consciousness”), which - on basis of the information accumulated by the organism and according to some rules – constructs hypotheses about the environment and organizes a kind of activity about verifying its constructions on the basis of experience. The mechanism of consciousness acts as if it first tries to guess the rules of the game that the nature “plays” with it, and second – organizes this special activity for verifying its guesses (hypotheses). Thus consciousness deliberately starts from the assumption that nature acts by previously prescribed rules. And that everything is determined and interrelated, and full of meanings.

The tendency of consciousness to construct guesses about the world’s organization may of course cause some false ideas, but at the same time it lets us exceed the bounds of the rather limited information about reality which people get from the organs of sense: it lets us create conceptions that are not described by the direct data. The organism itself - till consciousness intervenes in its work – processes almost accurately all the incoming information and information received earlier, and it also executes any actions quickly and precisely. The process of simultaneous construction of different hypotheses by the mechanism of consciousness seems to be neither creative nor conscious (deliberate). This is a fully automatic process based mostly on the organism’s own experience and accidental choice. A special module / section of the mechanism of consciousness determines which hypotheses are to be worked with and which are not. It can be understood that the work of this module (/ section) cannot be brought to mind - you cannot be aware of the very process of consciousness. Thus, a man basically can neither deliberately manage the reasons his thoughts come to mind (using consciousness) nor be aware of them. The section (or module) under discussion chooses those hypotheses which do not contradict the existing world-view / theory of the world, and then consciousness starts to verify them. From the hypothesis chosen, some predictions follow about which sensory information is possible & which actions could be fulfilled in the hypothesized world created by the consciousness. As a result, the organism is given sensory & motor tasks to verify these suppositions. Faced with a problem of disagreement between the hypothesized world & the real world, (where “real world” means “the information coming from the sense organs & from feedback from its own actions”), the mechanism of consciousness starts to defend its own hypotheses from disproof. As a matter of fact, there is a possibility that the accidental hypotheses will become true. Thus it is reasonable not to reject all hypotheses but try to save them first, using two means: by adjusting facts of experience so that they verify the previously-proposed hypotheses, or by adjusting the hypotheses to the facts of experience, thus trying marginally to change the existing world view

Specifically, consciousness, is trying *to guess* about the information held in memory, or about the actions needed to achieve a necessary effect, & it verifies its hypotheses and repeatedly defends them from disproof. In other words, it is trying to protect the hypothesized (subjective) world by adjusting (in different ways) the real world to it. *Therefore it is not the organism as a whole that learns and memorizes, but consciousness, which learns to manage the organism.*

Characteristics of Processing Consciously Ignorable Information in Memory.

Valeria Gershkovic
St. Petersburg State University, Russia

In our experiments conducted by the method of *modified distinctive forget instruction* of studying directed forgetting, our results allowed us to look differently at the *ignore* process in memorization. Subjects were presented with a list of numerical stimuli, after each of them either cue “+” was presented, indicating that stimulus is to be remembered or cue “-”, indicating that stimulus is to be ignored. That was followed by test-phase: subjects were instructed to identify to-be-remembered stimuli and to reject to-be-ignored stimuli. The stimulus list was presented till total memorization of the whole list. Control groups learned stimuli without to-be-ignored stimuli. In 2 hours or after a distractor-task, we tested if to-be-ignored stimuli were stored. In the experiments we measured the number of trials necessary for total memorization; the time taken for the answer; and the number and type of mistakes.

For total memorization of the stimuli list, in which there are also to-be-ignored stimuli, the same number of trials is necessary as for total memorization of information without to-be-ignored stimuli (if interval between stimuli is equal in experimental and control groups, significantly less trails are necessary for the experimental group). At the same time – facts that don’t comply with opinions in the corresponding literature – subjects also memorize to-be-ignored information itself. (1) to memorize totally previously ignored stimuli 3 times less trials are necessary than for control group). We found no interference between to-be-remembered stimuli and to-be-ignored. Subjects give wrong answers that are confusions of to-be-ignored stimuli and to-be-remembered, than they make any other correct or incorrect answer. If subjects are given the task to memorize all the stimuli and during the test-phase of recognition to say if the are to-be-ignored or to-be-remembered, the whole task becomes practically impossible (subjects can’t totally memorize all the stimuli even after 30 trials, whereas for total memorization of the stimuli by directed forgetting method 11 trials are enough). During working with ignored information, subjects apparently process it principally different then necessary.

Uncertainty Reaction in Different Types of Cognitive Tasks

Maria Kulvadina
St. Petersburg State University, Russia

In Allakhverdov’s theory (2000, 2003) uncertainty reaction seems to be one of the main mechanisms of consciousness to defend its own hypothesis. In this connection, he formulated a generalized law: the more unexpected stimulus or response we have the more time consciousness devote to work with it. We set up the following hypothesis in our work: different people reveal this universal uncertainty reaction differently & there is a special individual characteristic that shows itself in different types of cognitive tasks in a common steady way. To verify this hypothesis the uncertainty reaction on dissimilar type of stimuli (color spots, geometric figures, and digits) & on different type of uncertainty (time, alternative) was observed.

20 students took part in this research. Four experiments were held. In first 3 experiments different types of stimuli in 5 series each were presented. Series varied in probability of stimulus appearance (0, 2 - 0, 3 - 0, 5 - 0, 7 - 0, 85). In fourth experiment type of uncertainty changed, number of alternatives (from 2 to 10) increased gradually in 10 series. There was a motor type of response in all experiments: to press the proper button as soon as you see the corresponding stimulus. The findings of each participant approximate to logarithmic curve quite well, & the factor of the slope was defined to be an individual sensitivity index of uncertainty changes. Results of experiments tend to verify the hypothesis: two groups that have a valid difference in degree of sensitivity index of uncertainty changes were marked out. Such results stay independently the type of stimulus & the type of uncertainty. Such conclusion could be broadened to other types of cognitive tasks (memorizing frequently used words for example). However, this is the purpose of the future experiments.

The Aftereffect of the Unconscious Arithmetical Calculations

Olga Naumenko

St. Petersburg State University, Russia

The experimental research examined the hypothesis that a man could make the most complicated arithmetical operations, being unaware both of calculating process and its results. 4 experiments, designed on the same scheme, but differed in the types of arithmetical sums, were carried out. 40 complicated sums (e.g. the third root of 6-digit number) with 2 variants of answers - right and wrong - were presented to the participants. The participants were to guess as quickly as they could without any calculating, which answer was right. It took them about 5 seconds to make a decision.

In a week the same 40 sums (the order changed) were presented to those participants. But one wrong answer was added to the previous variants. The task was to guess which of 3 answers was right. If the participant had chosen the right answer in the first part, in the second one s/he could choose it again; choose the “old” wrong answer; or the “new” wrong answer. If s/he had chosen the wrong answer in the first part, in a week s/he could choose the “old” wrong answer again; choose the right answer; or the “new” wrong answer. The number of right answers chosen was again similar to random. The participants remembered neither sums nor variants. But the repeated choice of the right answer occurred always more often, than random and than the repeated choice of the wrong answer (according to “the after-effect of positive choice”, described by Allakhverdov, (1993). The most rare was the repeated choice of the answer, that hadn’t been chosen before, - “the after-effect of unconscious negative choice” (Allakhverdov, 1993). All results are statistically significant.

So, participants unconsciously determined, which answer was right, and the results of those unconscious calculations had considerable aftereffect.

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Regularly Varying Irrelevant Parameters of Information Help Memorising

Yanina Ledovaya

Faculty of Psychology, St. Petersburg State University

The permanent errors when performing prevent us effectively memorising and learning (Allakhverdov, 1993). Our hypothesis is: when the same stimuli have a varying configuration, this may help avoidance of the permanent errors and thus lead to better memorizing. 20 subjects were successively shown 12 numbers, each of which consisted of 5 figures. The figures that formed the “numbers” were divided by 2 dashes and thus looked like a telephone number: 25-17-3 or 2-51-73.

The dashes configurations’ differences (unlike the figures) were considered irrelevant for the memorizing task: the subjects were not to memorize and perform the dashes. 3 types of the irrelevant configurations were used. 4 of the 12 numbers had the stable dashes’ configurations at every stimuli demonstration (“the stable irrelevance”). In the other 4 groups of figures, dashes could have 4 variants of placement between the figures of 1 “number”: 2-68-19, 2-681-9, 26-81-9, 26-8-19 (“the chaotic irrelevance”). The rest 4 “numbers” were demonstrated with the two variants of the dashes: 39-1-45, 3-914-5, and again 39-1-45, 3-914-5 etc (“the regularly varying irrelevance”).

After every 12th “number”, the subjects put the remembered “numbers” to the appropriate “response form”. The experiment went on until all 12 “numbers” were performed correctly. In 2 weeks the subjects were to remember and perform those 12 “numbers” and then to re-memorize the series fully and correctly.

The results show that during the 1st and the 2nd (retest) experiments the subjects memorize and re-memorize significantly more quickly the stimuli with the regularly varying irrelevance. They memorise the configurations with the stable irrelevance and with the chaotic irrelevance almost equally slowly. The difference in means is statistically significant. Thus, for successful memorizing it is better to deal with the stimuli that have the regularly varying irrelevant parameters.

DEVELOPMENTAL PSYCHOLOGY I: COMMUNICATION AND THOUGHT

Social Cognition Development in Children who Lack a Structured Social Environment

**Elena Geangu, Faculty of Education and Psychology,
Babeş Bolyai University, Cluj, Romania**

Recent theoretical perspectives recognize the role of social environment as an extrinsic constraint in the development of social cognition (Benga, 2003, Deák & Triesch, in press). Also, it is more and more assumed, that social cognition as seen in preschoolers (pretending, deceiving and false beliefs abilities) has earlier precursors in infancy like preference for face-like patterns, sensitivity for social contingency, shared attention, understanding human agency and intentionality, etc. The present study aims to explore the relation between infants' reactions to still faces (as indicator of sensitivity to social contingency) and the presence of a social environment characterized by very limited and less frequent social interaction with adults. We focused our study on a special population of infants that had lived in pediatric hospitals without the presence of a caregiver since birth or immediately after. Usually the length of time children live in such hospitals is a couple of months, sometimes even a year.

It was hypothesized that infants who start to live immediately after birth or shortly afterwards in hospital settings without their mothers or other caregiver will manifest reduced still face response for gazing and smiling. Two groups of infants 3-, 6-, and 9-months-old participated in the study: one experimental group and one control group, 21 subjects each (7 subjects in each age category). The control group was made up of children raised in families since birth. The experimental group included children who had lived in hospital either since birth or more than the time spent continuously with their family (the participation of this last group in the study was part of a psychological assessment required by the medical personnel).

The experimental still face procedure consisted of a 1 minute normal interaction with a female experimenter followed by a 1 minute still face episode, and then another 1 minute episode of normal interaction. During the still face episode the female experimenter adopted a neutral facial expression. We used also a three minute normal interaction episode between infant and experimenter to control for a fatigue effect of the still face procedure. Children's responses were coded for gazing and affect (as indicated by the facial expressions) as a percentage of the total time of interaction.

The results show that the experimental group manifests a specific pattern of response to the still face. One possible explanation for these kind of results is that the hospital environment in which these infants live is characterized by very limited and infrequent social interaction from the medical personnel. Usually, the interaction they receive is limited in time and complexity to medical procedures or daily feeding and diapering.

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Referential Communication in Young Infants: illustrations and questions

**Hilary Gray
Department of Education, University of Manchester, UK**

This paper sets in an up-to-date research context illustrations of sequences of mother – infant giving and taking during the first half year of life. The effects on the infants' reaching skills of their mothers' strategies while they played with their babies, including with a rattle, were consistent with the motor skill theories of N Bernstein (1984). But the episodes of giving and taking the rattle were also examples of early deictic communication, that is, communication that assumes a shared spatio-temporal frame of reference between the communication partners.

I will discuss the light thrown on this material by two modern schools of infant development: the Ecological school, in particular the accumulated results about infants' Joint Visual Attention of researchers such as George Butterfield (eg Butterfield many references), and the Intersubjectivity school, and the theories of Colwyn Trevarthen. Given the extremely wide 'settlement' in favour of transactional theories of child development (Sameroff 19xxx), the contrast between the Intersubjectivity approach and Butterfield's approach (and the Dynamic Systems approach which owes so much to Bernstein) open up many remaining questions about very early child development.

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Child Model of the World

Bożydar Kaczmarek

Institute of Psychology, Marie-Curie University, Lublin, Poland

Learning about the surrounding world requires activity and creativity. The image that is created in our mind is not a simple sum of sensations but is a result of complex cognitive processes. It is a dynamic continuous interpretation based upon our previous knowledge and emotional attitude. Thence, its creation requires both the effective work of our central nervous system and appropriate stimulation coming from the social environment. Childhood plays a particularly significant role in the creation of the model of the world during which fear and fascination, happiness and sadness, quest and getting lost are intertwined.

Wygotski (1960) points out that the cognitive development of a child is closely connected with feeling of safety, positive experience as well as creating and establishing self-esteem. Children are unable to cooperate with a person they fear. In such circumstances their performance on cognitive tasks is below their abilities, which is quite a common situation at schools. The same pupils are able to complete those tasks in less traumatic environments. Thus, emotions may hamper or facilitate children's performance. They may either block the cognition or enable the children to complete tasks that seem far above their capabilities. It means that mind requires the feeling of rational love and safety to attain high developmental level. The lack of such feelings leads to underdevelopment in both emotional and cognitive sphere.

The importance of interrelations between affection and action is pointed out by Greenspan (1997). Each cognition raises emotions since stimuli we are exposed to are of both physical and emotional nature. For example, while touching a blanket the baby feels its **softness** connected with structure (physical aspect) as well as **pleasure** (emotional aspect). Greenspan calls such sensations **double coding** to emphasize that sensations are always accompanied by feelings. In consequence, various social stimuli will raise either fear or drive a person to exploration depending upon earlier experience. The author further writes that close intertwining of affection, behaviour, and thought forms that component of the mind that we call intelligence. Therefore, the development of mind means integration of cognitive and emotional experiences. Thus starting on the basis of feeling of our body we create cognitive and emotional relationships with our surroundings, which leads to the ability to formulate goals (plans), and to put them into action. Both innate and environmental factors play a crucial role in our cognitive activity. Those factors mould our feelings connected with success or failure, and make possible „auto creation” of the mind, i.e. a dynamic formulation of the model of the world.

In their attempts to explore cognitive development of the child psychologists perform carefully designed experimental studies. Children are asked to assemble various shapes, make block designs, and look for hidden objects. Experimenters do not talk with children but ask questions in accordance with highly structured interviews. Greenspan (2000) is right to point that objects used in experiments have not got such an emotional value for the child as contact with a caring adult. Each healthy child shows elementary cognitive interests but a rich spectrum of commitment appears only during common play with the closest (see also Wygotski, 1960).

In all situations – both experimental and natural – children are mainly interested in particular objects and tasks if an adult provides them with an emotional incentive. It is often the feeling of a close contact with the carer that really matters. It should be borne in mind that even dysfunctional brain show capability to “overcome its own deficiency” with the help of a loving but demanding parents. Therefore, our studies are concentrated on observation and clinical interviews in accordance with the classic approach of Piaget (1923).

We try to follow the pioneers of psychology who believed the interview to be a specific kind of observation during which a researcher lets the child speak freely and “notes the course of his/her thought” to use Claparède's expression (1923). The researcher not only notes answers given by the child but encourages him/her to speak without restraint. It is worth noting that the art of conversation, which has been almost forgotten nowadays, enabled the pioneers to come to the real understanding of the course of child's thinking. It is during the interview that the researcher not only puts questions to the child and notes answers, but also tries to find answers to questions that occur to him. Following the pioneers we have analyzed conversations between adults and children. It worth noting that those closest to a child often do not give up but ask additional questions if the child's answer is unclear or contradictory.

Our main goal was to find out the characteristics of the world image created by contemporary children and to state what might be the reason of such a state of affairs. Of special interest is to determine to what extent they form their own opinions about their surroundings, and how much they are influenced by the opinions and interpretations offered to them by adults. To get a better insight, utterances of both healthy children and of autistic ones were analyzed. Preschool children as well as healthy and autistic children in the early school years were included in the study as during those periods of life interactions with adults are a very important source of knowledge and are the ways of reacting to the environmental challenges.

It needs to be noted that the image or rather a model of the world is formed due to the interactions with significant adults. Yet, children transform the information gathered in accordance with their abilities. They are

also eager to share their opinions with others if they are encouraged to do so with appropriate questions. Lack of such encouragement makes them produce short simplified statements, and in consequence, they perform far below their real capabilities. Unfortunately, such a situation is quite common in experimental settings.

Deeper insight into the manner of thought is also made possible due to the use of more structured tasks constructed in our team, such as the Narrative Ability Test (NAT), the Proverbs Interpretation Test (PIT) and tasks that require explanation of the meaning of words presented to the examined subjects.

At the same time the above tests are used to assess the thought processes in persons with various brain dysfunctions (mainly with the frontal syndrome and schizophrenia), as well as autistic children. A number of tasks enabling assessment of cognitive functions with emphasis upon executive functions and the theory of mind (TOM) are also used to evaluate autistic individuals.

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Age Differences in Children's Comprehension of a Popular Television Story

Anna Kołodziejczyk,

Institute of Psychology, Jagellonian University, Krakow, Poland

The presented research concerns the development of children's processing of information contained in a popular television cartoon. The main goal of the presented study is the appraisal of certain connections between developmental patterns in processing and comprehension (understanding of causal - temporal relations and of the moral of the story) of television content. Four, five and six year old children were interviewed individually immediately after watching a cartoon *Bob's Birthday*. In the research, verbal and non-verbal measures were used which had been prepared on the basis of theoretical models of processing television content (*capacity model*: Fisch S., 2000; and *limited capacity model* Lang A. 1995). To assess processing of the story content three tasks were used: recognition, cued-recall and open recall. The children also took part in a procedure in which comprehension of causal and temporal relations in a presented story as well as understanding of the moral of the story were examined. The measures were prepared to assess children's processing of central content (plot-essential information portrayed in single scenes), peripheral content (nonessential information) and implicit content (plot-relevant content that is not portrayed explicitly but must be inferred by viewers). The results show that age differences in understanding causal and temporal relations in the story are connected with better coding and comprehension of peripheral and implicit content. The level of understanding of the moral of the story is more related to better recall of the story content than to recognition or cued-recall of explicit and implicit material.

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Developing Thinking and Communication Abilities in Children and Adults

Rosemary Sage,

**Centre for Innovation in Raising Achievement, Department of Education,
University of Leicester, UK**

Limited levels of thinking and communication are now evidenced in both children and adults in research. Children entering school now have about a year's delay in many cases and they carry this deficit through school. It is also part of other psychological disturbances and prevents adequate relationships in the classroom. At the other end of the scale, adults do not have the communication abilities to perform to their best in the workplace (Pertemps Survey, 2004). At Leicester a framework for developing thinking and its expression in both speaking and writing has been developed and found to be effective in raising both personal and academic achievement. The framework called the Communication Opportunity Group Scheme (COGS) is now being used in contexts across the world and this session would acquaint participants with the rationale, research and practice of COGS.

DEVELOPMENTAL PSYCHOLOGY II: RELATIONSHIPS; EMOTIONAL DEVELOPMENT

Assuming another Person's Perspective in Understanding Happiness: developmental studies on people aged 12 to 24 years.

**Dagmar Musial,
Institute of Psychology, Catholic University of Lublin, Poland**

Objective: to investigate the phenomenon of assuming another person's perspective in understanding happiness in young people.

Research problem: identifying specific age-related and gender-related specific features of assuming another person's perspective by adolescents and young adults.

Main hypotheses: 1. The accuracy of assuming another person's perspective (parent's; peer's; close friend's; God's) regarding their understanding of happiness increases with age (measured by the number of unanimous 'commonly used' categories of happiness); it also becomes more coordinated, (measured by the ability to operate effectively within 3 perspective degrees).

2. Assuming another person's perspective in understanding happiness by women is characterized by greater and ability to coordinate possible points of view than in men.

Sample: 200 people aged 12 to 24, divided into five age levels: 12,15,18,21,24 together with their parents.

Methods: Piaget type standard explorative-critical interview in two versions: Version I for adolescents (12, 15, 18 years) and young adults (21,24 years); version II designed for assessing their parents.

This interview showed the examined person's ability to express (comprehend) three distinguished degrees of happiness expressing perspective:

- 1st degree perspective – expressing what is the examined person's happiness according to themselves;
- 2nd degree – expressing what is another person's happiness according to the examined person;
- 3rd degree – expressing what the examined person says is their happiness from another person's point of view.

Results: Significant factors for the accurate assumption of another person's perspective in understanding happiness in this sample are age, interaction partner and the domain of the expressed happiness.

In peer relationships, accurate assumption of a friend's perspective begins at the age of 21, and the gender of the interaction partner is crucial in coordinating one's own and a peer's perspective. Women subjects effectively coordinated perspectives in a relationship of a female and male colleague from the age of 15 years, while the men effectively coordinated their own perspectives with the perspective of their female friend also from 15 years old, and their own perspectives with a male colleague's perspective from 21 years old.

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Counselling in Schools: A Rational Emotive Behavior Therapy (REBT) Based Intervention

**Adrian Opre
Faculty of Psychology and Education, Babeş Bolyai University, Cluj, Romania**

Rational Emotive & Behavior Education (REBE) represents a psychoeducational program for prevention, addressed to students (Knaus, 2004). The program is based on the theoretical principles of Rational Emotive Behavior Therapy (REBT). REBE systems are characterized by a remarkable flexibility, which allows counselling of a large variety of people. Thus, the program has proved it's efficiency in counselling adolescents, students, and youth in general, but also for gifted students or those with special needs (intellectual deficits, orphans, juvenile delinquency etc.). A REBE program is made up by modular sequencies of psychological education that are intended to develop cognitive and behavioral abilities in students, in order to make them more productive and, at the same time, happier. Originally, it was designed as a program for improving mental health through group counselling; still, it can be just as efficient when being used in individual therapy for children, adolescents or even adults. Analysing the diversity and severity of the problems that students have in schools, we have to agree that implementing such programs has become, nowadays, more necessary than ever. In short, REBE programs are intended to help students in their attempts at increasing their productivity and wellbeing, independent of their economic status or personal talents. In other words, through REBE programs, students have the opportunity to improve their critical thinking abilities and, at the same time, to increase their feelings of self-efficacy, thanks to which their vocational path and its stability become clear. To all these we can add the preventative and curative utility that an emotional education has in a society that needs a moral renaissance.

Starting from these premises, we have decided to test the efficiency of a REBE program in the context of

the Romanian school system. Therefore, we have sequenced our research as it follows. First, we have assessed the participant's general level of irrationality (with designated, translated and adapted scales), as well as the school performances recorded by teachers through regular evaluation. Then, using a REBE psycho-educational counseling program, we intended to improve the level of rationality (functional / adaptive cognitions), intervening specifically on problems such as: frustration tolerance, self esteem, unconditional (self) acceptance etc.

The research was done in two consecutive years and its target population was primary school and high school students. In year 1, to assess the efficacy of the intervention, we used a base experimental plan, with repeated measures. In the second year, we pursued the same line of investigating, but we made several changes in the experimental design. Thus, for the primary school groups, we have assessed only the robustness of the changes obtained within the first year, through a follow-up procedure. In the case of the high school students, we replicated the study, following though another experimental strategy – the Solomon type design. The intervention itself took place for 6 months and the assessment of the level of irrationality and the school performance was done at three distinct points in time: before the intervention, at half time of the intervention and after. The results have been compared both between groups (experimental groups compared with the control ones) and within groups (before intervention and after the intervention). The values of the comparison tests were statistically significant for the experimental groups, thus confirming the research hypothesis. To conclude, the results of our study clearly prove, the efficacy and utility for implementing a REBE type program in the Romanian educational system.

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Researching Children's Well-being within a Collaborative Framework: methodological, practical and ethical issues

Judith Sixsmith, Paul Duckett & Carolyn Kagan,

Research Institute for Health and Social Change, Manchester Metropolitan University

In this paper we address the methodological, practical and ethical issues we encountered during a collaborative research project aimed at exploring the emotional well-being of children at school. The research was framed by our commitment to participative working in which all stakeholders can voice their thoughts and feelings and where participants and researchers alike are treated with respect. The research centered around case studies within three schools and consultation with school pupils/ staff helped to design the qualitative methodology which involved semi-structured interviews, experiential walks, written work and weekly emotional diaries. 557 pupils aged between 12 and 15 years old took part in the study and 24 staff members. The findings were complex and, in places, highly contentious, pointing to the highs and lows of school life, particularly areas of pupil/staff misunderstanding, relationship failures and emotional despair. This paper introduces the problematics of collaborative working, power relationships, accessing and revealing information about children's emotional well-being and dealing with the requirements of very different organizational contexts. Our dilemmas around making space for diverse voices and ethical considerations when revealing sensitive issues with young people are presented and the personal, social and academic implications of the work are discussed.

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Risk and protective factors for development of stress related disorder in Serbian children after the NATO air campaign

Marija Zotović & Ivan Jerković

Department of Psychology, University of Novi Sad, Serbia and Montenegro

The aim of the study is to examine the level of posttraumatic stress disorder (PTSD) and depression in children a year after the NATO air campaign, as well as to detect psychosocial characteristics that present risk factors for development of symptoms in children and adolescents. The sample included 629 subjects from two towns in Vojvodina, whose exposure to bombing differed significantly. The subjects were 6th, 9th and 12th graders. The results showed that, a year after the bombing, a significant degree of PTSD symptoms existed in 60% of children and adolescents. Symptoms of depression were registered in almost 20% of the subjects. The difference in the level of PTSD and depression symptoms was registered in subjects who differed according to place of living, age, and gender. The research revealed risk factors for development of PTSD and depression. For the prediction of PTSD level, specific coping strategies appeared especially important; and for depression, personality factors were the best predictors. The results suggest the need to create and implement preventive intervention programs, aimed at reducing vulnerability to future stress, which, we believe, developed as the effect of the bombing. On the theoretical level, the study provided support for main assumptions of the transactional stress theory.

Spectral and Complexity Features of the EEG in Stroke – A Case Study

A. Balint¹, R. Csuha¹, M. Molnar¹ & I. Vastagh²,

¹Institute for Psychology, Hungarian Academy of Sciences, Budapest*

²Department of Neurology, Semmelweis University Medical School, Budapest**

The EEG data of a 51 year old female patient with ischemic infarct in the left frontal region involving both the white matter and the cortex was analyzed and compared to a control group of 10 healthy subjects. Absolute and relative frequency spectra in six bands (delta: 0.5-4 Hz, theta: 4-8 Hz, alpha1: 8-11Hz, alpha2: 11-14 Hz, beta1: 14-25 Hz, beta2: 25-35 Hz) of the EEG recorded in the eyes closed and eyes open conditions were evaluated. For the assessment of linear and nonlinear EEG complexity, the calculation of Omega-complexity (based on covariance matrix analysis) and that of the synchronization likelihood (dynamical interdependency between EEG-channels) were performed, calculated for all individual frequency bands. The EEG data of the patient were statistically compared to the control group on the basis of the calculation of 95% confidence interval. In the patient the absolute and relative beta band was higher on the side of the infarct in the eyes open condition but no asymmetry was observed in the theta and delta band. In the patient the absolute and relative alpha1 band was higher in the intact side in the eyes closed condition, but the conspicuous decrease of the alpha1 band as a result of eyes opening was prominent both in the impaired and the intact side.

Regarding the complexity measures in the patient we found a remarkable side difference only between four electrode-pairs (F3-F4, F7-F8, T3-T4, C3-C4). Omega-complexity calculated for the alpha1 frequency band increased, and synchronization likelihood decreased as a result of eyes opening which change was much more robust in the intact, than in the lesioned side. No such differences were observed for the complexity measures calculated for the other frequency bands. It is concluded that complexity measures yield a more sensitive assessment of asymmetry of brain function than the conventional spectral indices in pathological conditions caused by stroke.

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Neuropsychological Assessment of Memory Function in M. S. Patients

**Vojislava Bugarski, Marija Semnić & Zoran Todorovski,
Institute of Neurology, Clinical Centre of Novi Sad, Serbia**

Multiple sclerosis (MS) is demyelinating disease of the nervous system of uncertain etiopathogenesis. The disease most frequently causes multiple demyelination lesions resulting in multifocal neurological signs. Signs of a disseminated disease and the clinical course that involves exacerbations and remissions are the main features of MS. Clinical features of MS are often accompanied with signs of cognitive dysfunction. Contrary to the clinical picture which is clearly defined, the cognitive status of patients with MS does not have a clear pattern. For the purpose of learning more about structure of the cognitive status and functional characteristics of the disease, neuropsychological assessment, together with MRI findings, surely represents a method of choice. One of the most common indicators of cognitive dysfunction in patients suffering from MS is memory impairment. The memory function in MS is difficult to assess due to its basic complexity, which is influenced by different localisation, number and quantity of demyelination lesions.

The purpose of the study was to determine whether there was a statistically significant difference between a group of MS patients and a group of healthy controls as regards achievement on the neuropsychological tests used for assessment of mnemonic status, and if there was, to determine the type of impairment. The study included 40 patients suffering from MS and 30 healthy volunteers. There was no statistically significant difference between the groups in relation to gender, age and level of education. Neuropsychological battery for memory function assessment was composed of Wechsler Memory Scale-Revised (WMS-R), Rey Osterrieth Complex Figure (ROCF) and Auditory Verbal Learning Test (RAVLT). The obtained scores were analysed using multivariate analysis of variance (MANOVA). Results show that patients suffering from MS had lower scores on WMS-R (Wilk's Lambda 0.464, $p < 0.01$), ROCF (Wilk's Lambda 0.510, $p < 0.01$), and RAVLT (Wilk's Lambda 0.666, $p < 0.01$) than the healthy controls. The obtained results show presence of memory impairment in patients suffering from MS.

Virtual Environments in Psychology

Nigel Foreman,
Department of Psychology, Middlesex University, UK

Virtual environments (VEs) were relatively new at the time of the last B&EEPG meeting. There were many hopes for their introduction and use in various areas of psychology including clinical and educational spatial cognition (testing and training). In the period since 1995 these areas have been well researched, and various advantages and drawbacks recognised. There have been developments in areas such as training in schools and special needs applications (see Foreman et al, JEP [Applied], 9, 2003). In a recent study with older people, Foreman et al (Environment and Behaviour, 37, 2005) have shown that 75% of a sample of people aged 62-82 years were able to use a virtual shopping mall to get acquainted with the spatial layout of the real equivalent (as judged from spatial pointing and errand task performance in the real mall). The performance of the competent participants in the older group was equivalent to that of undergraduate students. In other studies, distances have been found to be underestimated in VEs, though to a greater degree in females than in males (Foreman et al, Cyberpsychology & Behaviour, 7, 2004). Males perform better in spatial VE tasks though this seems largely due to their greater computer familiarity. VE testing in patients with closed head injury revealed deficits comparable to those revealed by real world tasks, though in patients with early Parkinsons Disease, VE testing revealed an absence of deficits on navigational tasks but poor performance where mental rotational skills were required (Stirk & Foreman, Cyberpsychology & Behaviour, 8, 2005, in press).

**NEUROPSYCHOLOGY II:
WORK FROM PSYCHOLOGY LABORATORIES,
NENCKI INSTITUTE OF EXPERIMENTAL BIOLOGY, WARSAW:**

<http://nencki.gov.pl> > work groups

Neural Correlates of Humour

**Ewa Gierych,
Visual Perception Laboratory, Nencki Institute of Neurobiology
Head of Laboratory: Andrzej Michalski**

Among the number of humour theories, the theory of incongruity can be readily tested using event related potentials (ERPs). Incongruity processing has been linked with negative N400 component. The effect of humour on this component is not clear. Moreover, humorous stimuli are not always preceded by apparent context-setting phase.

We compared ERPs to pictures in three pairs:

- cartoon characters and images of typical household objects,
- pictures reminiscent of recently seen joke and similar pictures without such associations,
- "funny" caricatures and neutral human faces.

In separate blocks, both pictures were presented as targets and non-targets in an oddball paradigm.

The results did not show N400 components. Instead, all three comparisons showed the positive ERP shifts for "funny" pictures. They were strongest for pictures associated with recently seen joke. Positive correlations were found between the strengths of shifts and the subjects' appreciation of images. The effect was reminiscent of emotional arousal. Interestingly, the enlargement of occipital P120 potential, a marker of attention allocation, did not accompany positive shifts.

In the next experiment, we compared images that were not funny that represented different types of incongruity:

- "normal" pictures of animals and photomontages, for example a bird with a wolf's head.
- neutral human faces and pictures of animals showing human-like expressions.

In addition, emotionally loaded images of "cute" animals were compared with pictures of fishes, reptiles and insects. These results are not fully processed yet, but it is already clear that positive shifts dominated ERPs to both incongruous and emotional stimuli.

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Recognition of Emotional Prosody in Brain Damaged Patients

**Krystyna Rymarczyk, Anna Grabowska
Nencki Institute of Experimental Biology, Department of Neurophysiology
Head of Laboratory: Anna Grabowska**

Prosodic cues communicate to the listener, among others, the affective disposition of the speaker (e.g., whether the speaker is angry or happy). There is now a growing number of studies, which suggests a dominant role of the right hemisphere in decoding affective prosody. Little is known whether lesions to different parts of the right hemisphere may differentially affect different emotions. Fifty two patients with damage to frontal, temporo-parietal or subcortical parts of the right hemisphere (RH) and 26 controls (C) made identification of emotions expressed by intonation in natural and pseudo sentences. The data showed that lesions to the right hemisphere impaired perception of emotional prosody but the specific effect depended on the damage localization and type of emotional expression. We found that frontal lesions impaired comprehension of happy intonation, however, subcortical lesions led to stronger impairment comprehension of angry intonation.

The Work of the Nencki Institute Laboratory of Neuropsychology:
Aneta Szymaszek,
Neuropsychology Laboratory, Nencki Institute of Experimental Neurobiology, Warsaw
Head of Laboratory: Elżbieta Szeląg

Research profiles concern neuropsychology of cognitive functions, including perception, language, emotions and movements. The studies are focused both on temporal aspects of information processing and hemispheric asymmetry. Research involves normal subjects (children and adults, including Polish centenarians), patients with focal brain damage, aphasics, neurodegenerative diseases, cochlear implant users, and children who show various speech and/or language disorders, e.g. deafness, stuttering, infantile autism. Experiments on time and timing have focussed our scientific interests with respect to possibilities for practical applications in creating new methods of speech therapy.

The following research activities are currently represented in the Laboratory: time perception in patients with focal brain damage; temporal information processing in aphasic patients as a basis of language therapy; speech therapy in different language disorders; neuropsychology of language restitution in patients with cochlear implants; the effect of congenital deafness on temporal constraints of cognition; cognitive deficits in infantile autism; neuropsychology of normal chronological aging and longevity; temporal information processing in normal child development.

Selected publications from the Nencki Institute Neuropsychology Laboratory:

- E. Szeląg, J. Kowalska, T. Galkowski, E. Pöppel. Temporal processing deficits in high-functioning children with autism. *British Journal of Psychology* 95, 2004, 269-282.
- E. Szeląg, M. Kanabus, I. Kołodziejczyk, J. Kowalska, J. Szuchnik. Individual differences in temporal information processing in humans. *Acta Neurobiologiae Experimentalis* 64, 2004, 349-366.
- M. Kanabus, E. Szeląg, I. Kołodziejczyk., J. Szuchnik. Reproduction of auditory and visual standards in monochannel cochlear implant users. *Acta Neurobiologiae Experimentalis* 64, 2004, 395-402.
- E. Szeląg, I. Kołodziejczyk, M. Kanabus, J. Szuchnik. Deficits of nonverbal auditory perception in postlingually deaf humans using cochlear implants. *Neuroscience Letters* 355, 2004, 49-52.
- M. Wittmann, E. Szeląg. Sex differences in the perception of temporal order. *Perceptual and Motor Skills* 96, 2003, 105-112.
- M. Kanabus, E. Szeląg, E. Rojek, E. Pöppel. Temporal order threshold for visual and auditory stimuli. *Acta Neurobiologiae Experimentalis* 62, 2002, 263-270.
- M. Kanabus, E. Szeląg, E. Rojek, E. Pöppel. Temporal order threshold for visual and auditory stimuli. *Acta Neurobiologiae Experimentalis* 62, 2002, 263-270
- F. Kagerer, M. Wittmann, E. Szeląg, N. v. Steinbüchel. Cortical involvement in temporal reproduction: Evidence for differential roles of the hemispheres. *Neuropsychologia* 40, 2002, 357-366.

Psychological and Financial Deprivation and Well-being of Unemployed: does level of education moderate relationship?

Zvonimir Galić

Department of Psychology, FF, University of Zagreb

Many studies have shown that unemployment has an adverse effect on the psychological well being of the jobless individual. Two opposing theories have been proposed to account for the negative impact of unemployment on psychological health: Jahoda's latent deprivation model (1981) and Fryer's agency restriction model (1986). According to Jahoda, it is the psychological deprivation (unsatisfied psychological needs associated with employment) that causes disturbances in psychological health. Fryer, however, considers the loss of income (financial deprivation) to be the core negative consequence of unemployment. It reduces psychological health by impoverishing, restricting and discouraging one's agency. Recent studies have shown that the two models are more complementary than contradictory in explaining the negative psychological consequences of unemployment (e.g. Creed and Macintyre, 2001; Creed and Watson, 2003; Galić, Nekić and Šverko, 2005). However, since the unemployed are a very heterogeneous group, we can assume that the relative contribution of these variables in explaining psychological health differs for various subgroups of unemployed. The level of education of the unemployed is one of several potential moderator variables.

The aim of this study was to test whether level of education moderates the relationship of psychological and financial deprivation and psychological health of the unemployed. The data were collected in 26 branch offices of the Croatian Employment Bureau on a representative sample of the unemployed in Croatia (N=1138). In order to check the moderating role of education participants were divided into three subgroups: primary school education (N₁=174), high school (N₂=762) and university degree (N₃=196).

The results of our analysis have shown that in all three subgroups psychological and financial deprivation have significant negative correlations with psychological health. The relative contribution of these variables in explaining psychological health differs for subgroups differing in the level of education. The proportion of variance in psychological health accounted for by psychological deprivation is larger for better educated people. In other words, unsatisfied psychological needs associated with employment more strongly predict problems in psychological health for people with higher level of education. The moderating role of the level of education on the relationship between financial deprivation and psychological health is less clear although correlation between the two variables is the lowest for unemployed people with university degrees.

These results indicate that the negative effects of unemployment for people with different level of education could be caused by different factors. Results will be discussed in the context of well-being models and motivation theories.

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Lay Understanding of Pension Reform in Russia

Yuri Kovalev,

Faculty of Psychology, St. Petersburg State University

The aim of this study is to examine lay understanding of pension reform in Russia.

From 2002, individuals in Russia should take more responsibility in planning for their retirement, by moving away from pay-as-you-go financed benefit systems to mandatory contribution systems (individual accounts). The fieldwork for this study was carried in Moscow from July to August 2004 and consisted of 7 focus groups involving 106 respondents in total (52 male and 54 female).

This study suggests that lay understanding of pension reform is complex and multidimensional. Notions of control and risk emerged as central components. Lay formulation of risk emerged as an important concept.

In addition we investigated factors regarding perception of financial risk. The questionnaire *Income Loss Questions Estimating Risk Tolerance* (Barsky, et al.) was used. This study was provided in St-Petersburg in September 2004 and the sample consisted of 60 respondents (30 from clerks of financial institutions and 30 from workers of not financial sphere).

The research presents a negative result: the level of financial knowledge is completely too low in the Russian population.

Self-image of efficient top-managers in Russian Internet business

Larisa Travina¹, Galina V.Mironova¹ & Alexander L. Abramov²,

¹Program Systems Institute, Learning Communications Laboratory, RAS, Pereslavl;

²Far Eastern Centre for Economic Development (FENU), Russia

Internet business is a social phenomenon, relatively new in Russia. Social and psychological features and aims of leaders in this sphere could influence the development of the Internet culture, and Russian culture as a whole. Our research concerned the ideas of leaders of large Internet companies regarding the image of a successful person in this kind of activity. To reconstruct the psychological space of the participants, we used the repertory grid – based on Kelly’s Personal Constructs Theory. It is noteworthy that repertory grids are used more and more in modern business consulting, solving both practical and theoretical tasks. According to the basic principles of the theory, using the system of people’s constructs we can not only interpret their past, but also predict possible ways they will behave in certain situations, and know the degree of importance that they attach to those situations.

The research was carried out with the help of RepWeb system (<http://uchcom.botik.ru/RepWeb>) Those who wished to take part via email, received the link to the web page with an instruction for completing the repertory grating. As basis of the list of constructs we used D. Offer & Ch. Strosaer’s model of a successful leader. For them, a key aspect of leaders’ self-image is its structure, which is divided into six closely linked parts. After filling in the names of actual persons the participants had to rate them on a bipolar scale of constructs. Repertory ratings of single managers and group ratings were analyzed.

Methods of analysis:

- 1) Frequency of used constructs. The method is called “frequency analysis”, a positive or negative number in the completed rating is subjected to an analysis (Appendix 1)
- 2) Structure of cluster tree (“dendritic analysis”).
- 3) Repertory ratings of single managers and group gratings were analyzed.

Results of dendritic analysis. The people who were examined pay exaggerated attention to their intellectual image and insufficient to the “physical self”. The “sexual self” is poor, and the “social” component of the image causes a significant difficulty. Noteworthy is a higher level of cognitive complexity of all the participants in comparison with people of other professional groups.

Appendix 1. The list of the constructs:

Physically developed/weak	Takes his own decisions/fulfills others’ requests
Attractive appearance/not sympathetic	Gifted/mediocre
Dresses tastefully/not pay attention to clothes	Ambitious/hot very anxious for fame
Solicitous about hearth and home/not solicitous about hearth and home	Robust health/weak health
Achieved everything by his hard work/profitable connections are of great importance	Loves children/no particular interest in children
Has social prospects /has achieved everything	Makes an impression of a very intelligent person/mediocre mental faculties
Has an appearance of person with a high social status/manifests a low social status	Candid/secret
Charismatic personality/doesn’t use his influence	Steady/impulsive
Professional in his area/good manager	Plans his actions in advance/acts spontaneously
Gives / doesn’t give impression of having successful sexual life	Lucky/unfortunate
Understands people/doesn’t make people out at all	Finds quick solutions/always trying to solve the problems
	Successful in conflict situations/doesn’t know how to behave in conflict situations
	Solve the problems on his own/delegates authority
	A really good fellow/men usually behave otherwise

1. Socionics: the effective theory of the mental structure and the interpersonal relations forecasting

Alexander V. Boukalov & Olga B. Karpenko

C.G.Jung's typology of relations leads to the Jung-Augustinavichute 16 mental types, as well as to the description of the inner structure of mental type, which consists of 8 mental functions: thinking (logic), feeling (ethic), sensation and intuition in the extraverted and introverted directions. The application of the conception of A. Kempinsky's information metabolism leads to the laws of the information exchange between the mental function of the different types. Such an approach, unlike the Myers-Briggs typology, creates an effective intertype transactions theory.

Socionics possesses the 16 types of transactions, designed for description of the 256 mental types relations, including the most comfortable and also the aggressive. It can forecast the degree of mental compatibility between people in any groups, including a family.

In socionics M.Belbin's conception about managers functional roles was proved and developed.

The International Institute of Socionics (IIS) has 14 years experience of collaboration with 87 Russian and Ukrainian enterprises, and we have proved the high effectiveness of our methods, designed for the formation of collectives (companies) due to the socionics compatibility principle. Business compatibility is determined by the similarity in behaviour strategy of different types, formatting the stable groups. In Ukraine, Russia and Baltic countries socionics methods, designed for the formation of effective labour groups, are used in management, pedagogy, psychotherapy and family consulting. The statistics of the stable matrimonial pairs also proves the principles of socionics.

The IIS is the leading organization in this branch; it publishes the three science-practical journals and organizes the scientific conferences within this problem. More than 800 scientific works, 40 books and handbooks were published.

2. Effective Management and Staff Consultation with the use of Socionics Technologies

Alexander V. Boukalov, Olga B. Karpenko & G. V. Chykyrysova

Socionics is intensively development, using the above discoveries about information structures.

Socionics can predict the character of relationships and the degree of the business, information and psychological compatibility of applicants for jobs at a collective (company).

From 1991, specialists at the International Institute of Socionics have developed methods for staff consultation and audit, and have introduced these methods in the collectives of 87 organizations, including RAO Gasprom, firms, banks, trade and municipal structures. The methods showed their effectiveness for staff selection and distribution, especially for leaders, who can in some cases significantly improve the situation in collectives by making orders for internal coordination and control.

Socionics methods provide the following:

- complete description of the person, including his strengths and weaknesses, his activity style, and his perspective on service in a particular organization;
- specification of the degree of natural psychological, informational and professional compatibility of the staff members, which can be the main tool to transform the collective into a united team;
- plans for effective use of staff, and for increasing their efficiency in the optimally formed collective, which can produce the same or a greater volume of work under reorganization, reduction or amalgamation;
- reduction of staff fluctuation by the formation of the favourable psychological and labour climate in the collective.

For optimal information regarding members, functional, informational and psychological structures of an organization can be drawn up with certain aims in mind.

3. The Motivational sets of Psychological Types and their Dynamics

Alexander V. Boukalov & Olga B. Karpenko

The psycho-informational structure of the personality types discovered by A. Augustinavichute by developing Jung's typology, and A. Kempinski's theory of informational metabolism, enable us to determine and describe a hierarchy of motivational sets. This hierarchy arises from the psychoinformational structure of the personality, which is a system of the 8 psychic functions (functions of informational metabolism or FIM), which process certain types of information stimuli. These stimuli concern sensations, emotions, thinking, and intuition; their combinations describe empathic, educational, intellectual, sexual, and other needs of the individual.

In this way we arrive at a structurally and hierarchically organized description of the motivational system of a specific personality type. This approach enables us not only to determine the character of the needs in consideration, but also to describe the kinds of influence, which are motivating to the individual.

<i>FIM</i>	Description of FIM	<i>Motivational block</i>
1	perception and evaluation of one's surrounding	Personality intellectual motivation
2	creation and realization	
3	contact with world by means of a protective mask	Social motivation
4	avoiding interactions or expressions of a particular nature	
5	individual and unconscious desires and suggestion by external stimuli	Motivation for fulfilling needs of individual
6	activation of individual and evaluation of incoming information	
7	critical control of activity in environment and noncritical attitude to one's own activity in given aspect.	Motivation for practical activity
8	need in realization and demonstration the own mastered programs to others	

Thus the approach of Socionics demonstrates integrity, agreement and unity of description of the complicated and varied motives of personal behaviour due to the psychoinformational structure of the psyche.

DETAILED INFORMATION: [HTTP://WWW.SOCIONICS.IBC.CO.UA](http://www.socionics.ibc.co.ua)

XXI INTERNATIONAL CONFERENCE *SOCIONICS AND PSYCHOLOGY*, SEPTEMBER 2005: <http://www.socionics.ibc.com.ua>

Reliability or Economy Dilemma? issues regarding the need for high reliability in social methods.

**Przemek Galik,
Institute of Psychology, Jagellonian University, Krakow**

In social psychology, when constructing new questionnaire method, it is perceived as very important to achieve as high a level of Reliability as possible (measured commonly with Cronbach's Alpha). It seems that boosting the reliability often has other costs, which are also important characteristics of the new instrument. A high level of reliability usually indicates a strong correlation between particular items, which could mean that the method consists of redundant items. In this current research, a variety of analyses were performed to give evidence that there is a point when further increasing the Reliability adds nothing to the explained variance of the dependent variable. The results of the analysis demonstrated (provided) that methods with high reliability often contain many items that explain break-down of variance that is already known. This can occur even if the meaning of individual items seems not related with each other. The analysis revealed also that the number of items in methods with high-reliability can be easily reduced, resulting in a simplified version. Such a short version has significantly lower reliability, but has the same ability to measure as the original version. The result of that reduction process is a questionnaire that correlates extremely highly with the original one ($r > 0,98$), and that explains almost exactly (hardly) the same range of variance ($R^2 > 0,99$). When choosing between two methods that are highly comparable in quality of measurement, the more efficient is the more economic one. A shorter instrument requires less time from the subjects, so most importantly it doesn't lower their motivation to participate in the experiment. It is also easier to focus on shorter questionnaires, and their procedure becomes less boring to subjects. All these factors have significant influences on the quality of research. Additionally, comparison of sensitivity was made between the original and the shortened version using effect-size measures – and the obtained results are interesting.

Trauma and Resilience of the Survivors of the Siege of Leningrad: qualitative and quantitative approaches

**J. Borossa & M. Gulina,
Faculty of Psychology, St. Petersburg State University, Russia**

The siege of Leningrad lasted 880 days causing many different kinds of severe deprivation and extreme trauma. There are still a substantial number of survivors alive today, who have experienced the full duration of the siege as children or young adults. The present study was conducted in order to obtain information about the general well being and psychological health of such survivors; to re-collect their memories of their war experience and to gain insight into the manner in which they felt that living through the siege had affected their personality.

More specific objectives of the work were:

- to explore the social and historical background of events, but using only the life stories of the research participants as retold to the interviewers, complemented by diaries dating from that time;
- to identify the "myths" common to the survivors and to look at their function in their lives;
- to find possible connections between childhood experiences during the siege and post-war values;
- to find some statistically significant psychological differences between the group of survivors and a control group in order to explore the possible consequences of the siege experience in the area of people' emotions, values, life satisfaction and attitudes towards others;
- to use the interview data in order to draw some consequences about human resilience under extreme circumstances.

Structured interviews were used as the main method of collecting data, complemented by three psychological scales and one drawing task. Seventy elderly people participated in the study. They constituted two groups: those who had lived in Leningrad under siege conditions and those who experienced the war elsewhere. The experimental and control groups were identical in terms of age and gender distribution. The data obtained was subjected to both quantitative and qualitative (NUD'IST) analysis, with particular attention to the statistically significant differences between the two groups of participants. Finally, questions were raised as to the relationship between individual and collective memory and the nature of resilience.

See also Film, Tuesday 13/9, 18 00.

Methods in Social Psychology II

Test Adaptation as an Issue of Cross-cultural Research

**Gražina Gintilienė, Dovilė Butkienė, Sigita Girdzijauskienė,
University of Vilnius, Lithuania**

Cross-cultural psychology studies the relationship between culture and psychological variables, that is, determines the degree to which there is communality of psychological processes across cultures and the degree to which there are variations in psychological processes due to specific cultural influences. An issue relating to test cultural bias is a disputed issue in psychological testing (Van De Vijver, F., 1997; Hambleton R. et al., 2001; Oakland T., 2001; Georgas, J. et al., 2004). Adapting a test may allow better cross-cultural comparisons and assess test fairness. On the other hand tests developed in one country are often translated and adapted into cultures that might appear to be greatly different from the country of origin. The major issue in cross-cultural methodology - whether or not the adapted test measures the same construct. This is one of the recent challenges for Lithuanian researchers. The psychological testing in Lithuania during the past generations did not follow the same course as in the other European countries. During the last five years the standardisation studies of WISC- III (Wechsler, D., 1991), SDQ (Goodman, R., 1997) and CPM (Raven, J., 1995) were conducted at Vilnius University. This presentation will consider several advantages from Lithuanian studies in test adaptation. The main conclusion is that the test adaptation process should take full account of linguistic, cultural and social- economical differences among the population for what adapted version of the instrument is intended. The different experiences of subjects as the cultural issue may be important not only when the national norms are interpreted but also when ethnic minority groups within the country are investigated.

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Multiple Methods in Cross Cultural Psychology

**Robin Goodwin,
Psychology Department, Brunel University, UK**

Cross-cultural psychology often represents something of a 'fishing expedition', with countries for the research chosen for convenience reasons, and with methodology that is inappropriate for both the topic being investigated and the participants involved. In this presentation I will discuss some of the rationale behind the appropriate choice of countries and participants for research, and the ways in which a range of methods can be used when aiming to 'unpack' significant cultural differences. I will also consider some of the key ethical issues involved in conducting research across cultures, and the role of the researcher in disseminating their findings to wider, non-academic audiences.

Mentally Retarded Children's Cognitive Abilities

Aiya Brieka-Dravniece

Department of Psychology, University of Latvia, Riga, Latvia

Objectives: The purpose of this research was to examine the intellectual abilities of children with mild mental retardation and investigate whether the Woodcock-Johnson Tests of Cognitive Ability, Latvian International Edition (WJ-LIE) are appropriate for differential diagnosis for these children.

Methods: Participants in the study were 125 pupils with mental retardation (60 girls, 65 boys) studying at various special schools in Latvia, and 101 non-retarded pupils (56 girls, 45 boys) studying at various secondary schools in Latvia. These samples comprised part of the standardization sample. Pupils were age between 11 and 13.

Results and conclusions: As expected, both quantitative and qualitative differences in intelligence existed between the groups, mean scores of the WJ-LIE subtests for children with mild mental retardation lay in the range 70 – 79 (standardized scores). This study enabled the following conclusions to be drawn about children with mild mental retardation compared to members of a non-retarded group: In Latvian samples, the cognitive abilities of children with mild mental retardation assessed using the WJ-LIE are lower than those of non-retarded children. The WJ-LIE tests can be used for differential diagnostic of children with mild mental retardation.

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Sensation seeking and spatial ability in athletes

Ana Butković, Ivana Hromatko

University of Zagreb

Previous research has shown that both sensation seeking and spatial ability are related to sports participation. Athletes tend towards higher sensation seeking than non-athletes and high-risk sport athletes are higher sensation seekers than low-risk sport athletes. Athletes perform better than non-athletes in mental rotation task, and more successful football players have higher scores on mental rotation task than less successful ones. In general population men score higher on sensation seeking than women, and men perform better on spatial ability tasks than women. These sex differences have often been explained in terms of hormonal influences on brain organization.

The aim of this study was to explore and test several hypotheses about the sensation seeking and spatial ability in athletes: 1) do sex differences in sensation seeking and spatial ability found in general population exist in athletes; 2) is there a relationship between sensation seeking and spatial ability (both constructs have been linked with testosterone levels in males); 3) are there differences in sensation seeking among athletes with preferences for sports of different levels of risk.

We have administered Zuckerman's Sensation Seeking Scale-V, Spatial relations test and Vanderberg Mental Rotation test to a group of 117 male and 48 female sports students. We also asked them about their preference for sports of different levels of risk based on Zuckerman's 1983 division of sports into high-, medium- and low-risk sports.

Results have shown: 1) male athletes have higher scores on both tests of spatial ability than female athletes, but there were no significant differences in total sensation seeking score; 2) male students who score higher on some sensation seeking subscales perform better on mental rotation task, but not on spatial relations task (this relation was not found in female students); 3) female athletes who prefer high-risk sport have higher sensation seeking scores than those who prefer medium- or low-risk sports (these differences were not found in male athletes).

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Cross-Cultural Comparison of Youth Self-Report (Achenbach) Behavioral Ratings in Latvia, Lithuania, USA

Ilona Laizane, Sandra Sebre, University of Latvia

Objectives: To present initial findings from the translated Latvian version of the Youth Self Report (Achenbach) behavioral rating scale in comparison to the ratings reported in Lithuania and the USA.

Methods: A sample of 300 adolescents (14 to 16 years old), Latvian pupils from secondary schools in cities, towns and countryside, completed the translated Latvian version of the Youth Self Report questionnaire of behavioral assessment. A third of these adolescents completed the same form after a two-week interval. The results are compared with ratings from Lithuania and the USA.

Results: Preliminary results reveal that there is good test/retest reliability and good inter-item reliability for the translated Latvian version of the Youth Self Report questionnaire. Results of the Latvia study indicate various differences by subscale from those in Lithuania and the USA.

Discussion and conclusions: Discussion includes analysis of the translation process and the initial pilot study, whereby certain translation issues were resolved. The cross-cultural comparison allows for opportunity to discuss the effects of the cultural context and language peculiarities upon interpretation and analysis of the questionnaire ratings.

Unconscious control during the learning process

Nadezhda Moroshkina

Saint-Petersburg State University, Russia

This work treats a dependence of learning process on a presence of hidden patterns in stimulus material. The task was presented as a mental problem of alteration of additions and subtractions of pairs of digits, exposed in consecutive order, i.e., a uniform array of the simplest arithmetic problems (like "4+2"). The subjects were students, almost all of them made mistakes, response time for separated items varied from 0.4-0.6 sec. up to 5.0-7.0 sec.

For the experimental group (EG), 16 pairs were exposed at computer screen in the same sequence, response time being recorded. For the reference group (RG), the same pairs were exposed at random. It was revealed with assurance that the problems were solved more quickly and accurately by EG members already by 6th presentation compared with the RG ones. This gain was more pronounced by 14th presentation of given sequence of pairs of digits.

The subjects were unaware of a presence of strong sequence. But, if they were faced with opposite operations (e.g., to subtract instead of addition) during 15th presentation of the same sequence, their successes were significantly below initial level.

The EG members were apt to make mistakes in calculations with the same pairs of digits at the next presentation, but RG members demonstrated a tendency to make mistakes in several consecutive attempts.

The data correspond well to the predictions of a theory of consciousness advanced by V. M. Allakhverdov [1993, 2000]. The mechanism of consciousness builds up the hypotheses concerning the patterns of exposed stimuli and retains the one, once put forward, until new hypothesis would be advanced, being more adequate to the task under consideration. The mistakes of EG members reveal a tendency to retain the earlier hypothesis. Failures in performing the automated operations (as addition and subtraction of digits) are due to interference of the main activity and control operations induced by the mechanism of consciousness. Time to perform the control operations decreases, cognitive load being increased during well-automated operations (here, due to rigidly fixed sequence of pairs of stimuli presented). This involves a decrease in interference.

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ATTENDERS, KRAKOW 2005

PLENARY PRESENTERS:

Dr. Monique van Donzel, Scientific Secretary, Human Sciences Division, European Science Foundation, 1, quai Lezay Marnésia, BP 90015, Strasbourg Cedex, F-67080, France; mvandonzel@esf.org

Professor Edward Necka, Institute of Psychology, Jagellonian University, Adam Mickiewicza, 3, 31 120 Kraków; ednecka@apple.uj.edu.pl

Anna Pytko, National Coordinator, EU National Contact Point, Świętokrzyska 21, 00-049 Warsaw, Poland; anna.pytko@kpk.gov.pl

Dr. Henk Stronkhorst, Director, Social Sciences Unit, European Science Foundation, 1, quai Lezay Marnésia, BP 90015, Strasbourg Cedex, F-67080, France; hstronkhorst@esf.org

Professor Jerome J. Tobacyk, Department of Psychology & Behavioural Sciences, Louisiana Technical University, Rushton, LA 71272, USA; jerryt@latech.edu

SEMINAR PRESENTERS AND PARTICIPANTS:

Dr. Alexander L. Abramov, Far Eastern Centre for Economic Development (FENU), Vladivostok, Russia; larisa@uchcom.botik.ru

Dr. A. Balint, Institute of Psychology, Hungarian Academy of Science, Budapest; abalinthu@yahoo.com

Anca Baltag, Faculty of Psychology, Babeş Bolyai University, Cluj, Romania; AdrianOpre@Psychology.ro

Professor Eleanora Bielawska-Batorowicz, Institute of Psychology, U. Łódź, Poland; ebator@uni.lodz.pl

Dr. Marta Bielecka-Pikul, Institute of Psychology, Jagellonian U., Adam Mickiewicza, 3, 31 120 Kraków; pikul@favos.com.pl

Dr. Alexander Boukalov, Director, International Institute of Socionics, Melnikova ul. 12, Kiev, 02206, Ukraine; socion@ibc.com.ua

Michael J. Breslin, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, Northern Ireland; michaelbreslin@eircom.net

Dr. Aija Brika-Dravniece, Department of Psychology, Faculty of Education and Psychology, U. Latvia, Jurmalas gatve 74/76, Riga, LV-1083 4, Kronvalda bulv., Riga, LV-1010; aija.dravniece@inbox.lv; Renars.Briks-Dravnieks@fm.gov.lv

Dr. Vojislava Bugarški, Institute of Neurology, Clinical Centre of Novi Sad, Serbia; vbugarski@ptt.yu

Professor Laima Bulotaitė, Dept. of Psychology, FF, University of Vilnius, Didlaukio str. 47, Lithuania; Laima.Bulotaite@fsf.vu.lt

Dr. Ana Butković, Psychology Dept., FF, University of Zagreb, Lucica 3, Zagreb 10000, Croatia; abutkovi@ffzg.hr

Dr. G. V. Chykyrysova, International Institute of Socionics, Melnikova ul. 12, Kiev, 02206, Ukraine; socion@ibc.com.ua

Professor Roslyn Corney, Department of Psychology and Counselling, School of Health & Social Care, Avery Hill Road, U. Greenwich, London SE9 2UG; One Plus One, 7-15 Rosebery Avenue, London EC1R 4SP UK; r.h.corney@gre.ac.uk

Sharon Mary Cruise, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, Northern Ireland; chura@eircom.net; sharoncruise@gmail.com

Stasia Cwenar, Department of Education, University of Leicester, UK; sfcwenar@ntlworld.com

Dr. Erszebet Dienes, Eotvos Lorand University, Budapest, BEEPG Hungary Representative, dienes@holop.hu

Dr. Paul Duckett, Research Institute. Health & Social Care, Elisabeth Gaskell Campus, Manchester Metropolitan University, Hathersage Road, Manchester, M13 0JA UK; p.duckett@mmu.ac.uk

Professor. Alan Durndell, Caledonian University, Cowcaddens Road, Glasgow, G4 0BA, Scotland; a.durndell@gcal.ac.uk

Linda M. Feeney, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, Northern Ireland; linfeeney@hotmail.com

Professor. Nigel Foreman, Psychology Department, U. of Middlesex, Queensway, Enfield EN3 4SF, UK; Chair: British Psychological Society International Committee; n.foreman@mdx.ac.uk

Dr. Zvonimir Galić, Psychology Department, FF, University of Zagreb, Lucica 3, 10000; svgalic@ffzg.hr

Przemek Galek, Inst. of Psychology, Jagellonian University, Adam Mickiewicza 3, 31 120 Kraków; power@px.pl

Dr. Elena Geangu, Faculty of Education & Psychology, Babeş Bolyai University, Cluj, Romania; troian_horse@yahoo.com

Valeria Gershkovich, St. Petersburg State University, Faculty of Psychology, Universitetskaya naberezhnaya, 7/9, 199034 St, Petersburg, Russia

Ewa Gierych, Visual Perception Laboratory, Nencki Institute of Neurobiology, Pasteur 3, 02093 Warsaw;
e.rojek@nenecki.gov.pl

Professor Gražina Gintilienė, Psychology Department, FF, University of Vilnius, Didlaukio str. 47, Lithuania;
grazina.gintiliene@fsf.vu.lt

Dr. Sigita Girdzijauskienė, Psychology Department, FF, University of Vilnius, Didlaukio str. 47, Lithuania;
saulg@takas.lt

Professor Robin Goodwin, School of Social Sciences and Law, Brunel U., Uxbridge, UB8 3PH, UK; BEEPG Georgia Representative; robin.goodwin@brunel.ac.uk

Dr. Hilary Gray, Dept. of Education, U. Manchester; 47, Yokecliffe Drive, Derby DE44EX, UK; Secretary, BEEPG; beepg@btinternet.com

Professor Halina Grzymała-Moszczyńska, Department of Psychology & Sociology of Religion, Institute. for Religious Studies, FF, Jagellonian U., Rynek Główny 34, 31 010 Kraków; uzgrzyma@cyf-kr.edu.pl

Professor Marina Gulina, Faculty of Psychology, 7/9 University Embankment, St.Petersburg 199034, Russia;
marina.gulina@mail.ru; m.gulina@mdx.ac.uk

Dr. Tim Harper, Tjh1949@aol.com

James Edward Houston, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, Northern Ireland; jmshouston@yahoo.co.uk

Dr. Margareta Jelić, Psychology Dept., FF, U. Zagreb, Lucica 3, 10000, Croatia. Margareta.jelic@inet.hr

Professor Ivan Jerković, Psychology Dept, U. Novi Sad, Stevana Misića 24, 2100 Novi Sad, Serbia-M. Negro

Professor. Bożydar Kaczmarek, Institute. Psychology, Marie-Curie University, Narutowicza 12, 20-004 Lublin, Poland; bjkaczmarek@yahoo.co.uk

Dr. Olga Karpenko, Deputy Director, International Institute of Socionics, Melnikova ul. 12, Kiev, 02206, Ukraine; socion@ibc.com.ua

Dr. Anna Kołodziejczyk, Institute. of Psychology, Jagellonian University, + 44 (0)116 2707705Kraków;
annamk@apple.uj.edu.pl

Dr. Liliya Korallo, Dept. of Clinical Psychology, University College, 26, Bedford Way, London WC1E 6BT,
l.korallo@ucl.ac.uk

Professor Yury Kovaliev, St. Petersburg State University, Faculty of Psychology, 7/9 University Embankment, St.Petersburg 199034, Russia yurikovaliov@mail.ru

Dr. Kovaliova, St. Petersburg State University, 7/9 University Embankment, St.Petersburg 199034, Russia

Dr. Małgoszata Kossowska, Inst. Psychology, Jagellonian U., Adam Mickiewicza, 3, 31 120 Kraków; ata@px.pl

Zoran Kostić, High School of Economics, Novi Sad, Serbia Montenegro; mzotovic@yahoo.com

Dr. Alicija Kuczyńska, Psychology Dept., Univ of Wrocław, Davida 1, 50 527 Wrocław, Poland.
AKU@dawid.uni.wroc.pl;

Maria Kuvaldina, St. Petersburg State University, Faculty of Psychology, Universitetskaya naberezhnaya, 7/9, 199034 St, Petersburg, Russia

Dr. Anna Kwiatkowska, Advanced School of Social Psychology, Chodakowska 19/31, Praga, 03815 Warsaw; Psychology Dept., University of Białystok, Poland; akwiatk@bialystok.Home.pl.

Dr.. Ilona Laizane, Psychology Department, F. Psychology & Pedagogy, University of Latvia, Jurmalas gatve 74/76, Riga, LV-1083, 4, Kronvalda bulv., Riga, LV-1010; Ilona_Laizane@inbox.lv

Dr. Yanina Ledovaya, St. Petersburg State University, Faculty of Psychology, Universitetskaya naberezhnaya, 7/9, 199034 St, Petersburg, Russia; ya_le@rambler.ru

Dr. C. A. Lewis, Faculty of Life & Health Sciences, School of Psychology, University of Ulster; BEEPG Communications Secretary; ca.lewis@ulster.ac.uk

Professor Władysław Łosiak, Institute of Psychology, Jagellonian University, Adam Mickiewicza, 3, 31 120 Kraków; losiak@apple.phils.uj.edu.pl

Dr. Conor McGuckin, Dublin Business School, Dept. of Psychology, Balfe House, Balfe Street, Dublin 2, Republic of Ireland. conormcguckin@gmail.com; conormcguckin@hotmail.com

Dr. Galina V. Mironova, Program Systems Institute, Learning Communications Laboratory, RAS, 152020 Pereslavl-Zalessky, Yaroslavl Region, Russia; larisa@uchcom.botik.ru

Nadezhda Moroshkina, St. Petersburg State University, Faculty of Psychology, Universitetskaya naberezhnaya, 7/9, 199034 St, Petersburg, Russia

Mary Mullen, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, Northern Ireland; marymullan51@hotmail.com

Dr. Dagmara Musiel, Institute of Psychology, FSS, Catholic University of Lublin; dagmus@kul.lublin.pl

Olga Naumenko, St. Petersburg State University, Faculty of Psychology, Universitetskaya nab. 7/9, 199034 St, Petersburg, Russia

Rosemary Nodder, Psychology Department, U Hertfordshire, College Lane, Hatfield, UK; rnodder@supanet.com

Professor Adrian Opre, Faculty of Psychology, Babeş Bolyai University, Cluj, Romania;

AdrianOpre@Psychology.Ro

Dr. Danuta Orłowska, Camden and Islington NHS Trust, 8 Hunter Street, London WC1N 1BN Polish Representative, BEEPG; danuta.orłowska@candi.nhs.uk

Vice-Rector Birutė Pociūtė, Vice-Rector, University of Vilnius, Lithuania; birute.pociute@fsf.vu.lt

B. Quinn, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, BT48 7JL, N. Ireland; spbernie@hotmail.com

H. J. Quinn, Faculty of Life & Health Sciences, School of Psychology, University of Ulster, BT48 7JL, N.

Ireland; HJQuinn@ulster.ac.uk

Dr. Krystina Rymarczyk, Psychophysiology Laboratory, Nencki Institute of Experimental Neurobiology, Pasteur 3, 02 093 Warsaw; k.rymarczyk@nencki.gov.pl

Dr. Ewa Rzechowska, Institute of Psychology, FSS, Catholic University of Lublin, Poland;

rzechowskaewa@interior.pl

Dr. R Sage, Centre for Innovation in Raising Achievement, Department of Education, University of Leicester, UK RS70@leicester.ac.uk

Dr. Miroslava Šimegová, Matej Bel U, Ružová 13, 974 11 Banská Bystrica, Slovakia; msimegova@pdf.umb.sk

Aneta Szymaszek, Neuropsychology Laboratory, Nencki Institute of Experimental Neurobiology, Pasteur 3, 02 093 Warsaw; a.szymaszek@nencki.gov.pl

Dr. Judith Sixsmith, Research Institute. Health & Social Care, Elisabeth Gaskell Campus, Manchester Metropolitan University, Manchester, M13 0JA UK; J.Sixsmith@mmu.ac.uk

Mrs. Alice Sluckin, Psychology Dept, University of Leicester, UK; 1, Ridgeway Road, Leicester LE2 3LH

Mrs. Benitaræ Smith, Department of Speech Pathology, University of Leicester, UK; benitaræ@btinternet.com

Dr. Irena Sobotková, Psychology Dept, FF, Palackeho University, Olomouc, Czech Republic;

sobotkovi@ffnw.upol.cz

Dr. Dana Štěrbová, Psychology Dept, FF, Palackeho University, Olomouc, Czech Republic;

sobotkovi@ffnw.upol.cz

Dr. Aneta Szymaszek, Neuropsychology Laboratory, Nencki Institute of Experimental Neurobiology, Pasteur 3, 02 093 Warsaw; a.szymaszek@nencki.gov.pl

Dr. Larisa L.Travina, Program Systems Institute, Learning Communications Laboratory, RAS, 152020 Pereslavl-Zalessky, Yaroslavl Region, Russia; larisa@uchcom.botik.ru

Sebastian Vaida, Faculty of Psychology, Babeş Bolyai University, Cluj, Romania; AdrianOpre@Psychology.Ro

Dr. Marija Zotović, Psychology Dept., FF, U Novi Sad, Serbia Monte Negro; mzotovic@yahoo.com