

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

دو فصلنامه

پژوهش‌های
علوم
ختم‌شده
پایان

سال پنجم - شماره اول - شماره پیاپی (۸)

بهار و تابستان ۱۳۹۴

نشریه‌ی پژوهش‌های علوم شناختی و رفتاری طبق ابلاغیه‌ی شماره‌ی ۳/۱۸/۳۵۹۳۹ مورخ ۱۳۹۲/۳/۱۳ کمیسیون بررسی نشریات علمی وزرات علوم، تحقیقات و فناوری دارای درجه‌ی علمی - پژوهشی است. همچنین بر همین اساس تا اردیبهشت ماه ۱۳۹۴ تمدید اعتبار شده است.

این نشریه در پایگاه راهنمای بین‌المللی نشریات ادواری (اولریخ) ثبت است:

<http://Ulrichsweb.serialsolutions.com>

متن کامل نشریه در پایگاه‌های اطلاع‌رسانی زیر نمایه می‌شود.

<http://uijs.ui.ac.ir/cbs>

<http://www.magiran.com>

<http://www.SID.ir>

<http://www.ISC.gov.ir>

<http://www.ensani.ir>

<http://journals.indexcopernicus.com>

<http://www.doaj.org>

<http://www.ebscohost.com>

<http://journal database.org>

<http://scholar.google.com>

سامانه نشریه پژوهش‌های علوم شناختی و رفتاری

بانک اطلاعات نشریات کشور

سایت اینترنتی جهاد دانشگاهی

پایگاه علوم استنادی جهان اسلام (ISC)

پژوهشگاه علوم انسانی و مطالعات فرهنگی

ایندکس کوپرنیکوس (فهرست مجلات برتر)

دوآج: فهرست مجلات پژوهشی با دسترسی آزاد

ابسکو: میزبان پایگاه‌های اطلاعاتی

پایگاه مجلات دانشگاهی

پایگاه گوگل اسکولار

چاپ و لیتوگرافی: انتشارات دانشگاه اصفهان

ناشر: دانشگاه اصفهان

تیراژ: ۵۰۰ نسخه

نشریه

پژوهش‌های علوم شناختی و رفتاری
صاحب امتیاز: معاونت پژوهش و فناوری دانشگاه اصفهان
شماره استاندارد بین‌المللی: ۲۲۵۱-۷۶۴۲
شماره استاندارد بین‌المللی (نسخه الکترونیک): ۲۳۴۵-۳۵۲۴
سال پنجم - شماره اول - شماره پیاپی (۸) - بهار و تابستان ۱۳۹۴

سردبیر: مختار ملک‌پور
استاد گروه کودکان با نیازهای خاص - دانشگاه اصفهان
e-mail: mokhtarmalekpour@gmail.com
ویراستار ادبی: ناصر کریم‌پور
e-mail: karimpour.naser@gmail.com

مدیر مسؤول: رضا هویدا
استادیار گروه علوم تربیتی دانشگاه اصفهان
e-mail: r.hoveida@edu.ui.ac.ir

ویراستار انگلیسی: یاسر تذهیبی
e-mail: yasertazhibi@yahoo.com

صفحه آرایی: فرزانه کرمی - نیلوفر پناهی
e-mail: f.karami88@yahoo.com
e-mail: n.panahi@staf.ui.ac.ir
تلفن: ۰۳۱-۳۷۹۳۴۱۶۴

کارشناس نشریه: نیلوفر پناهی
e-mail: n.panahi@staf.ui.ac.ir
تلفن: ۰۳۱-۳۷۹۳۴۱۶۴

اعضای هیأت تحریریه

نام و نام خانوادگی	درجه علمی	تخصص	دانشگاه
غلامحسین احمدزاده	دانشیار	روان‌پزشکی	دانشگاه علوم پزشکی اصفهان
سید احمد احمدی	استاد	آموزش و پرورش - مشاوره و راهنمایی	دانشگاه اصفهان
شهاب البرزی	دانشیار	تعلیم و تربیت کودک	دانشگاه شیراز
رضا باقریان سارودی	دانشیار	روان‌شناسی سلامت	دانشگاه علوم پزشکی اصفهان
محمد رضا عابدی	دانشیار	مشاوره	دانشگاه اصفهان
باقر غباری بناب	دانشیار	کودکان استثنایی	دانشگاه تهران
مختار ملک‌پور	استاد	کودکان با نیازهای خاص	دانشگاه اصفهان
حسین مولوی	استاد	آموزش و پرورش	دانشگاه اصفهان
ابوالقاسم نوری	استاد	روان‌شناسی صنعتی و سازمانی	دانشگاه اصفهان
عبدالکاسم نیسی	دانشیار	روان‌شناسی بالینی	دانشگاه شهید چمران اهواز

*این نشریه مسؤول آراء و نظرات مندرج در مقالات نمی‌باشد.

مقالات رسیده بازگشت داده نمی‌شود. نقل مطالب با ذکر نام نشریه و نویسنده بلامانع است.

نشانی پستی نشریه: اصفهان - میدان آزادی - خیابان هزار جریب دانشگاه اصفهان - ساختمان کتابخانه مرکزی - معاونت پژوهش و فناوری -

اداره چاپ، انتشارات و مجلات - دفتر نشریه پژوهش‌های علوم شناختی و رفتاری

کد پستی: ۷۳۴۴۱-۸۱۷۴۶

تلفکس: ۰۳۱-۳۷۹۳۲۱۷۷

تلفن: ۰۳۱-۳۷۹۳۴۱۶۴

نشانی پست الکترونیکی: jcb@res.ui.ac.ir

همکاران علمی این شماره (سال پنجم - شماره اول - شماره پیاپی (۸) - بهار و تابستان ۱۳۹۴)

اعضای محترم هیأت علمی دانشگاه‌ها و مؤسسات آموزشی و پژوهشی کشور که در داوری و ارزیابی مقالات این شماره با نشریه پژوهش‌های علوم شناختی و رفتاری، همکاری داشته‌اند، معرفی شده و از خدمات علمی آنها تقدیر می‌گردد. همچنین از همکاری ارزنده‌ی سرکار خانم مهتاب رحیمی در این شماره از نشریه تشکر می‌گردد.

مریم اسماعیلی	استادیار	دانشگاه اصـفهان
سودابه بساک‌نژاد	استادیار	دانشگاه شهید چمران اهواز
مهرداد حاجی حسنی	دانشجوی دکتری	دانشگاه علامه طباطبایی
علی شائمی	استادیار	دانشگاه اصـفهان
شهریار شهیدی	استادیار	دانشگاه شهید بهشتی
احمد عابدی	دانشیار	دانشگاه اصـفهان
محمد رضا عابدی	دانشیار	دانشگاه اصـفهان
یاسمین عابدینی	استادیار	دانشگاه اصـفهان
مریم قربانی	استادیار	دانشگاه پیام نور تهران
امیر قمرانی	استادیار	دانشگاه اصـفهان
حمید کاظمی	استادیار	دانشگاه پیام نور تهران
محمد باقر کجباف	دانشیار	دانشگاه اصـفهان
محسن گل‌پرور	دانشیار	دانشگاه آزاد اسلامی واحد خوراسگان
حسین مولوی	استاد	دانشگاه اصـفهان
حسینعلی مهربانی	استادیار	دانشگاه اصـفهان
محمدعلی نادری	استادیار	دانشگاه آزاد اسلامی واحد خوراسگان
مجید یوسفی لویه	استادیار	دانشگاه مالزی - کوآلا لامپور

راهنمای تنظیم و نگارش مقالات

برای جلوگیری از تأخیر در داوری و انتشار به موقع نشریه، لطفاً به نکات زیر توجه فرمایید.

هدف نشریه‌ی پژوهش‌های علوم شناختی و رفتاری گسترش نظری و عملی شناختی و رفتاری در زمینه‌های روان‌شناسی، توانبخشی، کودکان با نیازهای خاص، مشاوره، اعصاب و روان پزشکی و در نهایت تولید علم در این زمینه‌ها است.

نشریه‌ی پژوهش‌های علوم شناختی و رفتاری، مقاله‌هایی را که نتیجه‌ی طرح‌های پژوهشی، تحقیقات اصیل و نقدهای معتبر و ارزنده در زمینه‌های روانشناسی، مشاوره و کودکان با نیازهای خاص باشد، به چاپ می‌رساند، مقاله‌های دریافت‌شده، ابتدا توسط هیأت تحریریه مورد بررسی قرار گرفته و در صورت انطباق با اهداف و معیارهای نشریه و پس از داوری مقدماتی، بدون نام، برای ارزیابی به سه داور صاحب‌نظر ارسال می‌شود. این نشریه هر سال در ۲ شماره به چاپ می‌رسد. هیأت تحریریه از تمام نویسندگانی که برای این نشریه مقاله می‌فرستند، تقاضا دارد به نکات زیر توجه فرمایند:

۱- مقاله با استفاده از نرم‌افزار Word2003 و بالاتر بر روی کاغذ A4 (حاشیه‌ها از بالا و راست ۳ و چپ و پائین ۲/۵) تایپ شود. برای متن فارسی از قلم B Lotus با فونت ۱۳ و برای متن انگلیسی از قلم Times New Roman و فونت ۱۱ استفاده شود.

۲- مقاله باید شامل چکیده‌ی فارسی و انگلیسی (۲۰۰ کلمه) به همراه واژه‌های کلیدی، مقدمه و پیشینه، روش، نتایج، بحث و نتیجه‌گیری و فهرست منابع، عناوین اصلی، حداکثر در ۲۰ صفحه باشد. صفحه‌ی اول مقاله باید شامل عنوان و مشخصات باشد. صفحه‌ی دوم شامل چکیده و کلیدواژه‌ها باشد و مقدمه از صفحه‌ی سوم شروع شود. سطر اول هر پاراگراف تو رفتگی داشته باشد. عناوین فرعی باید ریز و سر سطر باشد. حروف بولد لازم نیست. افعال معمولاً باید زمان گذشته باشد نه زمان حاضر. جداول و اشکال با یک جمله معرفی شوند. سؤالات یا فرضیه‌ها در زیر هر جدول پاسخ داده شود. کلیدواژه‌ها در عنوان، تعاریف، اهداف، سؤالات یا فرضیه‌ها، و ابزار یکنواخت یا معادل باشند.

۳- زبان نشریه فارسی و انگلیسی است. در نظر است ویژه‌نامه‌ی انگلیسی نیز چاپ شود. در مقاله‌های فارسی، واژه‌هایی که لغت فارسی متداول ندارند، واژه‌ی اصلی به زبان انگلیسی در زیر نویس نوشته شود.

۴- نام نویسنده یا نویسندگان و نشانی محل خدمت، نشانی پستی، درجه‌ی علمی (مربی، دانشور، استادیار، دانشیار، استاد)، نامبر، پست الکترونیکی، تلفن آن‌ها باید روی صفحه اول جداگانه قرار گیرد. نویسنده‌ی مسؤول باید با ستاره * مشخص شود.

۵- شکل‌ها باید به طور واضح اسکن شده، توضیحات مربوط به آن‌ها در پایین تصاویر و توضیحات مربوط به جداول همراه با شماره‌ی آن‌ها در بالای جداول نوشته شود.

۶- منابع باید با دقت به ترتیب الفبایی با سبک APA در انتهای مقاله (قبل از پیوست‌ها) نوشته شود. نام مجلات و عنوان کتاب‌ها ایتالیک باشد و سطر دوم به بعد هر منبع تورفتگی داشته باشد. از کلمات اختصاری PP, No, Vol استفاده نشود.

۸- مقاله حداکثر در ۲۰ صفحه و شامل: فایل Word و PDF مقاله و فرم تعهد امضاء شده به سامانه‌ی نشریات: uijs.ui.ac.ir/cbs ارسال گردد.

۹- مقاله‌های چاپ شده بیانگر آرای نویسندگان است و نشریه در قبال آن‌ها هیچ گونه مسؤولیتی را بر عهده نمی‌گیرد.

۱۰- مقاله قبلاً و یا به طور همزمان برای هیچ یک از نشریه‌ها (داخلی یا خارجی) ارسال یا در هیچ یک از نشریه‌ها (یا مجموعه مقالات همایش‌ها) چاپ نشده باشد.

۱۱- هیأت تحریریه حق قبول، رد و ویرایش مقاله را برای خود محفوظ می‌دارد و از بازگرداندن مقاله‌های دریافتی معذور است.

۱۲- ترتیب تقدم و تأخر مقاله‌های چاپ شده، دلیل رجحان یا اهمیت خاص نویسنده نیست.

۱۳- پس از چاپ مقاله، برای هر یک از نویسندگان دو نسخه از نشریه ارسال می‌گردد.

نشانی: اصفهان، خیابان هزار جریب، دانشگاه اصفهان، ساختمان مرکزی، طبقه دوم، اداره چاپ، انتشارات و مجلات، دفتر نشریه پژوهش‌های علوم شناختی و رفتاری، کدپستی: ۷۳۴۴۱-۸۱۷۴۶ (تلفن: ۰۳۱-۳۷۹۳۴۱۶۴، تلفکس: ۰۳۱-۳۷۹۳۲۱۷۷، پست الکترونیک:

JCBS@res.ui.ac.ir

نشریه پژوهش‌های علوم شناختی و رفتاری
سال پنجم - شماره اول - شماره پیاپی (۸) - بهار و تابستان ۱۳۹۴

فهرست مطالب

- ۱-۲۰ ■ مقایسه اثربخشی آموزش شناختی مبتنی بر ذهن‌آگاهی بومی‌شده و آموزش شناختی - رفتاری بر نگرش‌های ناکارآمد و عواطف شغلی کارکنان
داریوش جلالی، اصغر آقایی، هوشنگ طالبی و محمد علی مظاهری
- ۲۱-۳۶ ■ تأثیر آموزش مهارت‌های زندگی بر علائم اضطراب اجتماعی و شیوه‌های مقابله‌ای با استرس در نوجوانان خانواده‌های تحت پوشش سازمان بهزیستی
مهدی حسونند عموزاده
- ۳۷-۵۰ ■ پنج عامل بزرگ شخصیت و مکانیسم‌های دفاعی در پیش‌بینی کیفیت زندگی زنان دارای اختلال بدکارکردی جنسی
سوسن سالاری، رسول روشن و مریم مقدسین
- ۵۱-۶۶ ■ مطالعه اثرهای حالت‌های فراشناختی، راهبردهای پردازش و نظم‌دهی بر عملکرد تحصیلی دانشجویان
زینت رعیتی، ایرج صالحی، سید موسی کافی و سجاد رضائی
- ۶۷-۸۰ ■ تأثیر تعهد دینی، دلبستگی دینی و همدلی بر پرخاشگری در بین دانش‌آموزان مقطع دبیرستان
محبوبه فرحان فر، محمد علی نادى و حسین مولوى
- ۸۱-۹۴ ■ ارائه مدلی برای بررسی تأثیر راهبردهای الگوی تفکر سازنده بر خود - کارآمدی دانشجویان از طریق اثر گالاتی
سید محسن علامه، رضا صالح‌زاده
- ۹۵-۱۰۶ ■ اثربخشی آموزش الگوی ارتباطی زوجین بر میزان علایم نقص توجه و بیش‌فعالی دانش‌آموزان سنین ۹-۴ سال
مختار ملک‌پور، ارغوان شریعت و امیر قمرانی
- ۱۰۷-۱۲۰ ■ تبیین راهبردهای مدیریت قلدری بر اساس خودکارآمدی معلمان: نقش میانجی‌گرایانه باورها و نگرش‌های معلمان درباره قلدری دانش‌آموزان
منصور بیرامی، فرشته گل‌پرور و میر محمود میرنوب
- ۱۲۱-۱۳۲ ■ اثربخشی سبک مدیریت دموکراسی قانون‌مدار کلاس درس بر میزان عزت‌نفس دانش‌آموزان پسر
حشمت‌اله نظری، سجاد امینی‌منش، عبدالله پارسا و سعید شیخی
- ۱۳۳-۱۴۶ ■ تأثیر آموزش "سیستم ارتباطی مبادله تصویر" (پکس) بر مهارت‌های اجتماعی کودکان پسر با اختلالات اتیستیک
مرضیه غلامی، شهلا البرزی و قربان همتی علمدارلو

Comparing the Effectiveness of Nativized Mindfulness Based Cognitive Training (MBCT) and Cognitive – Behavioral Training on Dysfunctional Attitudes and Job Affects in Employees

*** D. Jalali**

Phd of Psychology, Islamic Azad University of Shahrekord, Shahrekord, Iran

A. Aghaei

Professor of Psychology, Islamic Azad University Isfahan (khorasgan) Branch, Isfahan, Iran

H. Talebi

Associate Professor of Statistics, University of Isfahan, Isfahan, Iran

M. A. Mazaheri

Associate Professor of Psychology, Shahid Beheshti University, Tehran, Iran

Abstract:

The aim of the present study was to compare the effectiveness of nativized mindfulness based cognitive training (NMBCT) and cognitive - behavioral training (CBT) on dysfunctional attitude and job affects in employees. In this research, using experimental method, 54 employees were selected and randomly assigned into the 2 experimental groups and control (18 per a group), and were assessed in pre-test, post-test and follow up by the Dysfunctional Attitudes scale (Beck and Weiss man, (1980) and Job Affects questioner (Fox and Spector, 1999). The first experimental group received 8 sessions of nativized mindfulness based cognitive training (NMBCT) for Iranian culture, while the second experimental group received 8 sessions of cognitive-behavioral training (CBT), each session took 120 minutes. The results showed that no significant difference between experimental and control groups in dysfunctional attitudes and job affects in pre - test. But revealed that NMBCT and CBT methods were effective in reducing dysfunctional attitudes and enhancing job affects, as compared with the control group in post - test and follow up ($P \leq 0.01$). In addition, NMBCT was found to be more effective in enhancement of job affects, than the CBT method ($P \leq 0.01$).

Keywords: Cognitive training, nativized mindfulness, dysfunctional attitudes, job affects, service companies, Iranian culture.

Effect of life-skills Training on Social Anxiety Symptoms and Stress Coping Methods in Teens in Families Support with Welfare Organization

M. Hassanvand Amouzadeh

Instructor of Psychology of Payam Noor University, Tehran, Iran

Abstract:

The aim of this study was to investigate the effect of life-skills training on social anxiety symptoms and stress coping methods in teens with social anxiety that are supported by welfare department. The research method was semi-empirical with two group's pretest-posttest design. The subjects of this study were socially anxious teens in families supported by welfare organization in Darreh shahr town. So, after first administration of Social Phobia Inventory (SPIN), 30 persons with highest scores were selected and randomly assigned in to an experimental group (15 persons) and a control group (15 persons). The experimental group received "life-skills" training through thirteen two hour sessions twice a week. During this period no intervention was given to the control group. The instrument for this study, social phobia inventory Conver and etal (2000) (SPIN) and parker & ender questionnaire of coping with stress (1991) were administered at the pretest and post-test stage to all participations. The result of multiple covariance analysis indicated that "life-skills" training significantly decreased the amount of social anxiety, emotion-based coping and evasion-based coping and so significant increase in the scores of problem-based coping in the experimental group as compared the control group ($p=0.0001$). The result of the study revealed that "life-skills" training could be used as a useful intervention for teens in families that are supported by welfare organization.

Key word: social anxiety, stress coping methods, life-skills training.

The Role of Big Five Personality Factors and Defense Mechanisms in Predicting Quality of Life in Sexually Dysfunctional Female Patients

*** S. salary**

Master of clinical psychology, Young Researchers Club, Islamic Azad University Kashmar Branch, Kashmar, Iran

R. Roshan

Associate Professor of Psychology, Shahed University, Tehran, Iran

M. moghaddathin

Assistant Professor of Psychometrics, Kharazmi University, Karaj, Iran

Abstract:

Sexual dysfunction can lead to behavioral problems and reduction in a person's quality of life. In 50 % of patients with personality disorders, there is also sexual dysfunction. Psychoanalysis approach attributes the cause of sexual dysfunction to a kind of fundamental anxiety as well as the use of immature mechanisms in these patients. The purpose of this study was to investigate the role of big five personality traits and defensive mechanisms in predicting these patients' quality of life. Statistical sample of this research included 80 women attending sexual health and family clinics of Shahed University using accessible sampling during 2010 and 2011. These subjects were given the Neo Personality Inventory Traits, Defensive Mechanisms, and the World Health organization Quality of Life Questionnaires to answer. The findings showed that personality traits could predict the quality of life in woman with sexual dysfunction. Moreover, among those five personality traits, neuroticism ($\beta: .24$ $P= .04$) and conscientiousness ($\beta: .31$ $P= .03$) were able to predict the quality of life while predictability rate of both factors was 37% of variance on the whole ($p=0/05$). Based on regression analysis, there was a significant relationship between the quality of life and defensive mechanisms so that using more mature defensive mechanisms ($\beta: .37$ $P= .006$) and immature defensive mechanisms ($\beta: -.31$ $P= .02$) could significantly predict quality of life ($p=0/0001$). Also, neurotic defensive mechanisms were not significant predictors of these women' quality of life. ($\beta: .04$ $P= .78$).

Keywords: big five personality factors, defense mechanisms, quality of life, sexual dysfunctional disorder.

Effects of Metacognitive States, Processing and Regulation Strategies on College Student's Academic Performance

*** Z. Rayyati**

MA in psychology, Department of Psychology, University of Guilan, Rasht, Iran

I. salehi

Assistant professor, Department of Psychology, University of Guilan, Rasht, Iran.

S. M. kafie

Associate professor, Department of Psychology, University of Guilan, Rasht, Iran.

S. Rezaei

PhD Candidate in Psychology, Department of Psychology, University of Isfahan, Isfahan, Iran

Abstract:

The aim of present research was to investigate the effects of metacognitive states, processing and regulation strategies on academic performance of university students. 410 students engaged in studying in various fields of humanities, University of Gilan that were in the age range of 17-33 years, responded to State Metacognitive Inventory (Oneil & Abedi,1996) and Vermunt's inventory of learning styles (1994). Recent grade point average of students was considered as indicator of academic performance. By stepwise multiple regression analysis, the results showed that self-regulated strategy ($\beta= 0.364$, $P<0.0001$) is the best predictor of students' academic performance ($F= 32.289$, $P<0.0001$), and other variables were excluded due to the insignificant impact of the final model. In this study, the accelerator engine of students' academic performance was recognized self-regulated strategy; thus we can expect formulation of educational interventions in which students learn to have adequate supervision on their learning process and its resulting, significant impact in promoting learning and ultimately improve the academic performance of students.

Keywords: Metacognitive states, processing strategies, regulation strategies, academic performance.

The Relationship between Religious Commitment, Religious Involvement and Empathy with Aggression Among High School Students

M. Farhanfar

Master of art in Psychology, Islamic Azad University Isfahan (Khorasgan), Iran.

***M. A. Nadi**

Associate Professor of Educational Administration, Islamic Azad University Isfahan (Khorasgan), Iran.

H. Molavi

Assistant Professor of Psychology University of Isfahan, Iran.

Abstract:

The present study has been done to determine the effect of religious commitment and religious involvement with aggression and as a mediator variable empathy was considered. This is a descriptive - correlational study and the population was all high school students of Isfahan. The sample consisted of 321 high school students that were selected by cluster random multi-stage sampling method. Data were collected using Aggression Questionnaire (Rhine, 2006), Worthington Religious Commitment (2003), Hill and Hood Religious Involvement (1999), David Empathy (1983) and Demographic ascertained Questionnaire. For Statistical Analysis, Correlation Pierson, regression analysis and structural equation method was applied. Achieved results showed that the direct effect of religious commitment on the empathy of 0/07 and the direct effect of religious involvement on empathy: /025, ($P \leq 0/0/1$), while the indirect effect of religious commitment on -/0 0231 aggression and indirect effects of religious devotion is an aggression- 54/21 representing the inverse relationship between commitment an inverse relationship between religious commitment and religious involvement by the aggression and Results of structural equation modeling show that the model has appropriate fitting based on fitting indicators ($P \leq 0/0/1$). Although, the effect of religious commitment on empathy was not confirmed.

Keyword: religious commitment, religious involvement, aggression, empathy, adolescence.

Proposing a Model for Investigating the Impact of Constructive Thought Pattern Strategies on Students' Self-Efficacy through Galatea Effect

S. M. Allameh

Assistant Professor of Management, University of Isfahan, Isfahan, Iran

* **R. Salehzadeh**

PhD Student of Human Resources Management and Organizational Behavior, University of Isfahan, Isfahan, Iran

Abstract:

The purpose of this research was to propose a model for investigating the impact of constructive thought pattern strategies on self-efficacy through Galatea effect among University of Isfahan's students. 350 students were selected via cluster sampling method. The research instruments were Houghton and Neck's self-leadership questionnaire, Schwarzer and Jerusalem's self-efficacy questionnaire, and a researcher-made questionnaire for measuring the positive self-expectancy. Data were analyzed using the path analysis model. The findings indicated that self-talk ($p=0.0001$), mental imagery ($p=0.0001$) and beliefs and assumptions ($p=0.002$) have impact on positive self-expectancy; positive self-expectancy ($p=0.0001$) has impact on self-efficacy; and self-talk ($p=0.001$), mental imagery ($p=0.0001$) and beliefs and assumptions ($p=0.0001$) have impact on self-efficacy. The results of research showed that constructive thought pattern strategies predicted self-efficacy significantly in University of Isfahan's students.

Keywords: Galatea effect, self-talk, mental imagery, beliefs and assumptions, self-efficacy.

The Effectiveness of Couples' Communication Model Training on Children with ADHD Symptoms

* **M. Malekpour**

Professor of Children with Special Needs, University of Isfahan, Isfahan, Iran

A. SHareat

Master of Children with Special Needs, University of Isfahan, Isfahan, Iran

A. GHamarani

Assistant Professor of Children with Special Needs, University of Isfahan, Isfahan, Iran

Abstract:

ADHD is one of the most common neuro psychological disorders in childhood that causes many problems for the child, family and the society. Therefore, the aim of present research is to investigate the effectiveness of couples communication model training on symptoms of ADHD children age 4- 9 years old. 60 children with symptoms of ADHD were selected through cluster sampling method and were randomly assigned into two experiment (30 subjects) and control group (30 subjects). The data were analyzed by using the inferential statistics method (covariance). Findings showed that, parents training could significantly decrease the symptoms of ADHD in children ($P < 0.05$). It is suggested that this model could be used as a non-pharmacological method in decreasing ADHD symptoms in children.

Keywords: Couples' Communication Model, hyperactivity and attention deficit disorder, student rate 4-9 years.

Explanation of Bullying Management Strategies Based on Teachers' Self-Efficacy: Mediating Role of Teachers' Beliefs and Attitudes about Students Bullying

M. Beiramy

Professor in Psychology, University of TABRIZ, Tabriz, Iran.

***F. Golparvar**

Phd Student in Educational Psychology, University of TABRIZ, Tabriz, Iran.

M. Mirnasab

Assistant Professor in Exceptional Children Psychology, University of TABRIZ, Tabriz, Iran.

Abstract:

Based on theoretical and empirical literature, the mediator factors such as teachers' beliefs and attitudes about the bullying of students can play an important role in explaining and predicting management of bullying through perceived self-efficacy of teachers. Based on this approach, the purpose of this study was to examine the effect on teachers' perceived self-efficacy in behavior management and bullying management strategies considering the mediating role of teachers' beliefs and attitudes. The research method was descriptive and correlational that was performed using the path analysis method. In order to implement reaserch, 207 (70 males, 137 females) of primary school teachers were selected by cluster sampling method and *data was collected* through teachers' self-efficacy questionnaire, the social behavior of students and classroom behavior management strategies. Findings of f path analysis indicate that the direct effect of self-efficacy on normative beliefs (0/15) and the direct effects of normative beliefs (0/29) and avoidance (0/19) on bullying management strategies are positive and significant ($p < 0/05$) other findings showed that teachers' beliefs and attitudes about bullying have a mediator role in the relationship between self-efficacy and strategies to manage bullying, as perceived self-efficacy of teachers in classroom behavior management can explain in total 16% of the variance in bullying management strategies and the tested model has been a *good-fitting* with theoretical model of research. The results show that in order to design a successful anti-bullying programs, in addition to teachers' self-efficacy, their beliefs and attitudes also need to be considered in managing and deal with bullying.

Keywords: bullying, self- efficacy, bullying management strategies, teachers' beliefs and attitudes about bullying.

The Effectiveness of Rule-Governed Democracy Classroom Management Style on Self-Esteem of 3rd-grade High School Male Students

* **H. Nazari**

M.A. of Instructional Technology, Kharazmi University, Tehran, Iran

S. Amini -Manesh

Ph.D. Student of Counseling, Kharazmi University, Tehran, Iran

A. Parsa

Associate professor of curriculum development, Shahid Chamran University of Ahvaz, Ahvaz, Iran

S. Sheikhi

M.A. of curriculum development, Kharazmi University, Tehran, Iran

Abstract:

By utilizing classroom management styles, teachers will be able to get rid of possible students' misconducts and promote a friendly atmosphere which will in effect promote students' participation in learning activities. Additionally, increased self-esteem, which is an achievement of such utilization, will influence various aspects of students' future lives. Taking this point into consideration, the present study aimed at determining the efficacy of rule-governed democracy classroom management style on self-esteem of 3rd-grade high-school male students. All 3rd-grade high-school male students of Abdanan city in the academic year 2013 comprised the statistical population to this study. Using convenience sampling, 38 subjects were selected and randomly assigned to experimental and control groups. The research design was pretest-posttest. Cooper Smith's self-esteem questionnaire was used as the research instrument which was administered to the two groups at the outset. The experimental group was given seven 90-minutes sessions of treatment and twice-a-week. The two groups were asked to fill out the same questionnaire for the post-test stage afterwards. Descriptive statistics, including the analysis of covariance was used to analyze the data. The results revealed that the utilization of rule-governed democracy classroom management style in the classroom had significantly increased the self-esteem (public-family-social- and scholastic-professional) of male students in the post-test ($p < 0/001$).

Keywords: classroom management style, classroom, self-esteem, high school students.

Effect of Picture Exchange Communication System (pecs) Training on Social Skills of Boys Children with Autistic Disorders

M. Gholami

M.A of Special Education, Shiraz University, Shiraz, Iran

Sh. Alborzi

Associate Professor of Special Education, Shiraz University, Shiraz, Iran

* **Gh. Hemati Alamdarloo**

Assistant Professor of Special Education, Shiraz University, Shiraz, Iran

Abstract:

The purpose of the present study was to investigate the effect of pecs training on social skills of children (boys) with autistic disorders. Study procedure was experimental with pretest-posttest design with control group. The statistical population of this research includes all children with autistic disorders in Shiraz in the academic year 2012- 2013. The sample size was 30 boys with autistic disorders that were selected in an available sampling method and assigned into experimental and control group, randomly. So each group consisted of 15 students. Both groups were assessed pre-test. The Experimental group received pecs training in 16 sessions while control group did not. After completion of intervention period for Experimental group the post-test was administered for both groups. The Children's Social Behavior Questionnaire (Jackson, Volkmar & Minderaa, 1998) were administered to assess the social skills. The data analyses by ANCOVA showed that there were significantly increase in the mean scores of social skills and subscales (Not tune, Tendency to withdraw, Orientation problems, Not understanding, Stereotyped behavior, Fear of changes) in experimental group ($P < 0.01$). Findings indicated that pecs training intervention lead to improve social skills of boys with autistic disorders. Therefore, it is suggested to design and implemen pecs training in order to increase children's social skills with autistic disorders.

Keywords: picture exchange communication system (pecs), social skills, autistic disorders.

Contents

- **Comparing the Effectiveness of Native Mindfulness Based Cognitive Training (MBCT) and Cognitive – Behavioral Training on Dysfunctional Attitudes and Job Affects in Employees** 1
D. Jalali, A. Aghaei, H. Talebi, M. A. Mazaheri
- **Effect of life-skills Training on Social Anxiety Symptoms and Stress Coping Methods in Teens in Families Support with Welfare Organization** 2
M. Hassanvand Amouzadeh
- **The Role of Big Five Personality Factors and Defense Mechanisms in Predicting Quality of Life in Sexually Dysfunctional Female Patients** 3
S. salary, R. Roshan, M. Moghaddathin
- **Effects of Metacognitive States, Processing and Regulation Strategies on College Student's Academic Performance** 4
Z. Rayyati, I. Salehi, S. M. Kafie, S. Rezaei
- **The Relationship between Religious Commitment, Religious Involvement and Empathy with Aggression Among High School Students** 5
M. Farhanfar, M. A. Nadi, H. Molavi
- **Proposing a Model for Investigating the Impact of Constructive Thought Pattern Strategies on Students' Self-Efficacy through Galatea Effect** 6
S. M. Allameh, R. Salehzadeh
- **The Effectiveness of Couples' Communication Model Training on Children with ADHD Symptoms** 7
M. Malekpour, A. SHareat, A. GHamarani
- **Explanation of Bullying Management Strategies Based on Teachers' Self-Efficacy: Mediating Role of Teachers' Beliefs and Attitudes about Students Bullying** 8
M. Beiramy, F. Golparvar, M. Mirnasab
- **The Effectiveness of Rule-Governed Democracy Classroom Management Style on Self-Esteem of 3rd-grade High School Male Students** 9
H. Nazari, S. Amini Manesh, A. Parsa, S. Sheikhi
- **Effect of Picture Exchange Communication System (pecs) Training on Social Skills of Boys Children with Autistic Disorders** 10
M. Gholami, Sh. Alborzi, GH. Hemati Alamdarloo

Contributors to this Issue (Vol. 5, No. 1, Ser. No. (8), Spring & Summer 2015

We express our deep gratitude to the following faculty members of the universities and educational-research institutes who have co-operated in evaluation and assessment of the articles of this issue of Journal of Cognitive and Behavioral Sciences

M. Esmaili	assistant professor	University of Isfahan
S. Basaknejad	assistant professor	Shahid Chamran University of Ahvaz
M. Hajihassani	Ph. D. Student	Allameh Tabataba'i University
A. SHAemi	assistant professor	University of Isfahan
SH. SHahidi	assistant professor	Shahid Beheshti University
A. Abedi	associate professor	University of Isfahan
M. R. Abedi	associate professor	University of Isfahan
Y. Abedini	assistant professor	University of Isfahan
M. GHorbani	assistant professor	Tehran Payame Noor University
A. GHamarani	assistant professor	University of Isfahan
H. Kazemi	assistant professor	Tehran Payame Noor University
M. B. Kajbaf	associate professor	University of Isfahan
M. Golparvar	associate professor	Islamic Azad University, Khorasgan Branch, Isfahan
H. Molavi	professor	University of Isfahan
H. A. Mehrabi	assistant professor	University of Isfahan
M. A. Nadi	assistant professor	Islamic Azad University, Khorasgan Branch, Isfahan
M. Yosefi loyeh	assistant professor	University of Kuala Lumpur

The Research in Cognitive and Behavioral Sciences from University of Isfahan accepts research reports, critiques and research project results in psychology

Research in Cognitive and Behavioral Sciences

License Holder: The University of Isfahan Vice-President of Research and Technology

Vol. 5, No. 1, Ser No. (8), Spring & Summer 2015

ISSN (Print): 2251-7642

ISSN (Online): 2345-3524

Scientific Research Journal

Managing Director: R. Hoveida

Assistant Professor of Education, University of Isfahan

E-mail: r.hoveida@edu.ui.ac.ir

English Editor: Y. Tazhibi

E-mail: yasertazhibi@yahoo.com

Journal Expert: N.Panahi

E-mail: n.panahi@staf.ui.ac.ir

Tel: 031-37934164

Editor in chief: M. Malekpour

Professor of children with special needs, University of Isfahan

E-mail: mokhtarmalekpour@ymail.com

Literary Editor: N. Karimpour

E-mail: karimpour.naser@gmail.com

Type and Layout: F. Karami-N. Panahi

E-mail: f.karami88@yahoo.com

E-mail: n.panahi@staf.ui.ac.ir

Tel: 031-37934164

Editorial Board

GH. Ahmadzadeh	associate Professor	Psychiatry	Isfahan Medical Sciences University
S. A. Ahmadi	professor	Counseling and Guidance	University of Isfahan
SH. Alborzi	associate Professor	Child Education	University of Shiraz
R. Bagherian Sararodi	associate Professor	Health Psychology	Isfahan Medical Sciences University
M. R. Abedi	associate Professor	Counseling	University of Isfahan
B. Ghobari Bonab	associate Professor	Exceptional Children	University of Tehran
M. Malekpour	professor	Children with Special Needs	University of Isfahan
M. Kalantari	associate Professor	Education	University of Isfahan
H. Molavi	professor	Industrial and Organizational Psychology	University of Isfahan
A. Nouri	professor	Clinical Psychology	University of Isfahan
A. K. Neisi	associate Professor	Psychiatry	University of Shahid Chamran

Address: Authors and subscribers can mail their requests directly to the University of Isfahan central library, office of journals

Post code:81746-73441

Tel:+98- 31- 37934164

Fax:+98 -31-37932177

Email: jcbs@res.ui.ac.ir

The Journal of Cognitive and Behavioral Science is accredited and nominated as a “scientific research journal” according to the issued letter no. **3/18/35939** dated **13/3/1392** by the Commission of Scientific Journals Review of the Ministry of Science, Research, and Technology. Ministry date of accreditation: May, 2015

The complete text of the journal is available at the following sites:

<http://uijs.ui.ac.ir/cbs>

<http://www.magiran.com>

<http://www.SID.ir>

<http://www.ISC.gov.ir>

<http://www.ensani.ir>

<http://journals.indexcopernicus.com>

<http://www.doaj.org>

<http://www.ebscohost.com>

<http://journal database. Org>

<http://scholar.google.com>

Publication and Lithography: University of Isfahan Publications

Publisher: University of Isfahan

Price: 50000 Rials

Number of copies: 500 copies

In The Name of God

**Research in Cognitive and
Behavioral Sciences**

A Biannual Scientific Research Journal

**Vol. 5, No. 1, ser. No. (8)
Spring & Summer 2015**