XXIV NAUČNI SKUP

EMPIRIJSKA ISTRAŽIVANJA U PSIHOLOGIJI

23 – 25. MART 2018.
FILOZOFSKI FAKULTET, UNIVERZITET U BEOGRADU

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LABORATORIJA ZA EKSPERIMENTALNU PSIHOLOGIJU
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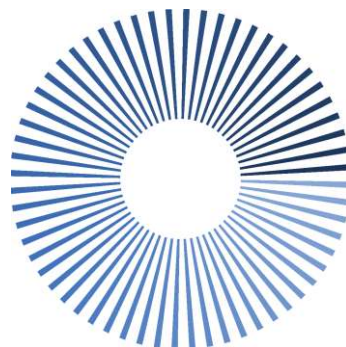# EMPIRIJSKA ISTRAŽIVANJA U PSIHOLOGIJI

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of impulsivity (r=.12, p>.01). Further on, a statistically significant correlation between psychopathy and the discrepancies in self-assessments and objective tests for impulsiveness was found (r=.34, p<.01) and so was a statistically significant correlation between Machiavellianism and discrepancies in self-assessments and objective tests of inhibition (r=.16, p>.01). The results obtained indicate that the correspondence between objective and subjective measurements is inconsistent, and that further researches need to include a greated number of various objective and subjective tests. Regarding the traits that can influence the discrepancy between objective and subjective measurements, it is determined that certain personality traits can be used to explain the given differences.

Keywords: self-assesment, objective tests, dark thriad, inhibition, impulsivity

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ABILITY OF ATTENTION AND MEMORY IN STUDENTS WITH CEREBRAL PALSY AND STUDENTS OF TYPICAL DEVELOPMENT

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Ability is a feature that determines the success of an individual in an activity, regardless of the amount of exercise and motivation. Attention and memory are the abilities that belong to the field of cognitive functioning. Attention is an important brain function, and concentration of attention is needed for remember and acquiring school knowledge.

In this paper an assessment of the ability of attention and memory in students with cerebral palsy and students of typical development was performed. The sample of the study was formed by 34 students (50% students with cerebral palsy and 50% students with typical development), of both sexes. The research was carried out in three schools in the territory of Belgrade, which among other things, educate children with disabilities. The test for assessing alertness attention, selectivity and focus and the test story for immediate repeat according to the mental status protocol were used. The data were analysed on the basis of average achievement in terms of sex and age in students with cerebral palsy and students of a typical development.

The obtained results point to the existence of a difference between students with cerebral palsy and students of typical development when it comes to assessing the ability of attention and memory. By using the t-test for independent samples, a statistically significant difference was obtained between the tested groups, both on the test for assessing alertness attention, selectivity and focus (t(32)=3.771,

p=.002) and on the memory test (t(32)=3.024, p=.05). The results of the study showed that students with cerebral palsy had lower achievement on tests for assessing the ability of attention and memory compared to students of typical development. However, in the group of subjects with typical development were recorded low achievements on applied tests.

Based on the results obtained, it can be said that attention and memory disorders are present both, in children with developmental disorders and in the children of typical development, and it is important to detect their presence in time to develop appropriate programs in order to improve the functioning of these children both in school, and social environment.

Keywords: students with developmental disorders, cerebral palsy, attention, memory

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EVALUATION OF THE EVERYDAY MEMORY QUESTIONNAIRE – REVISED (EMQ-R)

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The goal of this research was to conduct an initial general sample validation of the EMQ-R questionnaire. The EMQ-R is a short (13-item) measure of personal beliefs about memory performance in everyday life. Previous research has shown that the EMQ-R contains two main factors: Retrieval and Attentional Tracking, with an additional 2-item factor with no name or clear interpretation. The sample comprised 504 participants (51.06% females) from Bosnia and Herzegovina, with ages ranging from 18 to 55 years (M=27.79, SD=8.39). Amongst the tested factor models, bifactor model has the best fit: $\chi^2(54)=150.61$, p<.001; CFI=.990, TLI=.985, RMSEA=.060, 90% CI [.048, .071], followed by a model with three correlated factors: $\chi^2(62)=355.27$, p<.001; CFI=.968, TLI=.960, RMSEA=.097, 90% CI [.087, .107], and a model with one factor: $\chi^2(65)=470.16$, p<.001; CFI=.956, TLI=.947, RMSEA=.111, 90% CI [.102, .121]. In a bifactor model, 88.16% of variance is accounted for by the general factor. General factor's internal consistency is good (α=.94, ω=.88), and similar to that of a factor from a one-factor model (α≈ω≈.91), with generally high factor loadings in both cases