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BOOK OF ABSTRACTS



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THE THERAPEUTIC TOY AMITY: BUILDING THE VILLAGE THAT TAKES TO RAISE A CHILD WITH AUTISM SPECTRUM DISORDER

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ABSTRACT: The awareness, identification and differentiated naming of emotional states in the offices of clinical psychology and psychotherapy represent the working tool, and their degree of specificity is a good measure of the therapeutic act itself. In the psychotherapy of autistic spectrum disorders we often refer to mentalization processes, to the facilitation of day-to-day communication, to the development of a social self - all of these have in common an extremely important, if not essential, basis in the recovery processes, namely the integrated development of a physical self. Autism spectrum disorder (ASD) is characterized, according to DSM-5, as a pervasive developmental disorder with qualitative changes in communication, social interaction and social imagination, with a narrowing of areas of interest, mannerism or repetitive-stereotyped behaviours. Deficits in the area of communication and social interaction refer to the difficulty in maintaining reciprocity of interaction, with difficulties in communicating adequately non-verbally or in developing, maintaining or understanding behavioral adjustment for various social contexts; there may be an absence of facial expressiveness or insistent eye contact, an absence of imaginative play, or even a lack of interest in children of the same age. Autism denotes a repetitive, restrictive behavioral pattern, with possible hyper-focusing on certain areas of interest or activities: repetitive movements and gestures, aligning toys or echolalia; insistence on routine and difficulties in emotional readjustment to new situations, rigid pattern of thinking, a sensory desynchronization defined as hyper- or hyporeactivity to sensory stimuli or unusual interest in certain sensory features in the environment. The limitations and difficulties in the normal functioning of the child and the presence of symptoms since early childhood bring to the fore the need to carry out a screening for young children, improving the degree of awareness of the possible signs and symptoms present, the search by the parent for a framework both medical and related to the medical act of observation, evaluation and early intervention. Early psychotherapeutic intervention with an increased degree of personalization of programs is the nodal point for improving the quality of the child's personal life and the family as a system. Thus, considering the difficulties of verbalization and imitation, of mentalizing one's own person and of mental-empathic representation of those around, of information integration and social response, we bring to the fore a humanoid mannequin type toy that can facilitate the psychotherapeutic approach by staging the emotional internal reality. Whether it is used for the process of imitation, or for the integration of emotional states or just as a basis for non-verbal communication, Amity toy can be the interface and the common denominator of communication, a translator, a bridge between the two worlds: autism - non-autism. The object of the present study is the systemic and multifaceted research of the impact of using the Amity toy in psychotherapy sessions for people diagnosed with autism spectrum 6 Journal of Communication and Behavioural Sciences, 5(2), 2024, pp. 5-20

disorders (child, adult, couple and family), respecting at every step the ethical norms and the structure of the designated experimental design. After the collection, analysis and interpretation of the data following the studies – the user manual is written which then can be present and used in any psychotherapy office.

Keywords: body-emotion relation; autism; internal dialog; mentalization; externalization; put into words; relational dyad; emotion integration; resignification; social connection

THE PRESSURE OF ACADEMIC PERFORMANCE AND STUDENTS' EMOTIONAL HEALTH. WHO PRESS HARDER: PARENTS OR TEACHERS?

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ABSTRACT: In the present time, we assist to different types of phenomena that characterize the didactic process at different levels. Among these phenomena, one of them stands out from the point of view of the importance and complex relationships and implications – the pressure exerted by the need to attain academic performance of the pupils. The present paper wants to explore this issue from the point of view of the factors that can influence academic performance and can contribute directly to the pressure perceived by pupils. There is a direct link between the notion of academic performance, emotional health and school integration of the pupils – the development of emotional skills and the so called emotional and social learning are entangling and may form the basis for an adequate children's development. The paper discusses the hypothesis referring to the fact that parents' involvement and teachers alike can be fundamental for the development of a certain amount of pressure regarding academic achievements. So, it becomes clear that further applied research in the form of quantitative or qualitative methodology can be very helpful to test in a complete and consistent manner hypotheses regarding factors that contribute to the augmentation of pressure from the point of view of the pupils' perceptions.

Keywords: academic performance, emotional and social learning, pressure, parents involvement, teachers requests, emotions.

DEVELOPING A COMMUNICATION PLAN USING METACOGNITION AND NLP

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ABSTRACT: Effective communication between teachers and students is at the heart of a successful classroom experience. Yet, this communication often happens automatically, without us being fully aware of the internal thoughts, emotional signals, or language patterns that shape our understanding. This paper introduces a communication plan that draws on metacognitive reflection and Neurolinguistic Programming (NLP) strategies to foster more intentional, empathetic, and engaging conversations in educational settings. By promoting metacognitive awareness among both students and teachers, this approach encourages a mindful examination of how messages are created, understood, and adapted in real time. Techniques from NLP—like reframing, anchoring, and using sensory language—are presented as tools to boost clarity, build rapport, and enhance motivation. The proposed framework aims to empower educators to be reflective facilitators while encouraging students to become active, self-aware communicators. This integration paves the way for more inclusive, emotionally intelligent, and cognitively aligned communication in the classroom.

Keywords: communication in education, metacognition, Neurolinguistic Programming (NLP), classroom interaction, self-awareness

NO HAPPY PARTS, WITHOUT ANOTHER STORY. PERSPECTIVES UPON ATTACHMENT STYLES IN POLYVAGAL THEORY AND INTERNAL FAMILY SYSTEMS THERAPY

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ABSTRACT: In this paper I aim to make a comparative analysis of Internal Family Systems Therapy (IFS) with other models regarding our psyche, such as attachment theory and Polyvagal theory. By this comparative analysis, several important points will emerge regarding new ways of thinking about the parts that it theorizes. It is also an attempt to connect present-day widespread theories and models, in a manner that allows one to inform another in its difficult or obscure aspects being currently developed, and an opportunity to propose a couple of different ways of visualizing their tenets.

Keywords: Internal Family Systems model, Polyvagal theory, attachment theory, secure attachment, self as archetype