that a family dynamics is all more favourable to scholastic success that it presents in its practices some characteristics such that security and law. The sample is composed of two groups of subjects: a group of 317 adolescents of 13 and 14 years old and their parents, all stemming of disfavored middle and a group of 236 adolescents and their parents stemming favored middle. The scholastic success is defined by the combination of the number of increases and the possibility of each students to continue studies until the baccalaureat. The educative family practices are released from the analysis of semi guiding investigation beside parents. The self esteem is measured with the Toulousaine Self Esteem Scale (ETES), cognitive competencies are apprehended with the Group Embedded Figure Test (GEFT, Witkin et al., 1973).

With regard to adolescent's psychological process, our results show the weight of the self valorization (high self esteem) and the field independence on the scholastic success. The probability to be in scholastic success is all the more great that the subject is field independent, that he has a high level of scholastic self esteem and that he profits from a stimulating education.

SORDES-ADER F, TAP P. PSYCHOLOGICAL CONSEQUENCES OF CANCER ON THE ADOLESCENT: ABOUT ANXIETY AND SELF-ESTEEM.

Serious illness, like cancer, accompanied by a strong negative representation, through the crisis it brings about may cause great personal distress, which may lead to a breaking point. This illness provokes emotional troubles, have a profound influence on the adolescent’s self-image, his social roles and behaviour. Self-esteem is seriously challenged.

Our purpose in making this study is to analyse the psychological consequences of such an illness on the adolescent who has already been confronted with various changes: the body-figure, the feeling of his intellectual competencies, ... In this paper, we will just put the stress on the intensity of emotions faced with cancer, on self-image affected by treatments and by their effects. We will try to identify the interaction between anxiety and self-esteem.

The population of this research is composed of 51 adolescents suffering from cancer, and of 51 adolescents so-called “tont venant”, aged from 14 to 20. The impact of the disease is evaluated by means of questionnaires.

We use two scales. 1/ The first scale (Echelle d’anxiété) measures anxiety with four dimensions: “somatic symptoms”, “psychic symptoms”, “anxiety in a school situation” and “anxiety in a social situation”. 2/ The second scale (Echelle Toulousaine d’Estime de Soi) measures self-esteem, while differentiating “social self”, “self in a school situation”, “physical self”, “emotional self” and “future self”.

Our results show that “tont venant” adolescents are more anxious than adolescents with cancer. Anxiety of boys is stable. On the other hand, anxiety of girls varies; “tont venant” girls are more anxious in social and school situations than girls with cancer.

Furthermore, adolescents with cancer overvalue social self in order to strengthen their self-esteem, specially girl. Even though self-esteem of boys is stable, self-esteem of girls varies. They overvalue “emotional self”, “physical self”. Then, the more anxiety increase, the more negative the self-esteem is.

To conclude, we can wonder about the fore greater frailty with boys, about emotional “hardening” with girls, about the role of cancer in the personalisation of the adolescent.

HONESS, T. COPING WITH PARENTAL SEPARATION: THE SIGNIFICANCE OF NARRATIVI RECONSTRUCTION.

A core task for people involved in family transitions is to find a new position within newly emerging narratives that allows a sense of self-worth and felt security. However, it is necessary for these stories or accounts to mesh with those of others, i.e., it is necessary to negotiate narratives (they involve rights and responsibilities) or somehow accept that one’s own story and that of another family member are simply incompatible. The difficulty for an adolescent is especially strong in the face of two mutually contradictory parental accounts which threaten the need for that child to situate him or herself in such a way that they can feel OK about themselves and OK about their relationship with both of their parents. Use of the word ‘story’ should not be taken to imply something that is either playful or unduly abstract. There is a strong tradition in the social sciences which argues that narrative sense making sets the foundation for decision, action and coping, as Fishel (1992) puts it “Stories are not doing”. These ideas are illustrated with reference to the analysis of interview scripts from one family following parental separation.
Note à propos de cette 6° Biennale de l’EARA (European Association for Research on Adolescence).

C’est à l’occasion de cette réunion de Budapest que j’ai fait la connaissance de Mihaly Csikszentmihalyi.


CIAIRANO Silvia
Department of Psychology
Laboratory of Developmental Psychology
University of Torino
via Lagrange n. 3
10123 TORINO
Italy

CICOGNANI Elvira
Department of Educational Sciences
University of Bologna
Via Zamboni 34
Bologna
Italy

CLAES Michel
Université de Montréal
Département de psychologie
C. P. 6128, succursale Centre-ville
Montréal H3C 3J7
Canada

COIMBRA J. Luís
Institute of Psychological Intervention
Education and Development of the Faculty of Psychology and Education
University of Porto
Rua do Campo Alegre n 1055
P-4150 Porto
Portugal

COULSON Neil S.
Department of Psychology
Drake Circus
University of Plymouth
Plymouth
England, UK
ncoulson@plymouth.ac.uk

CSIKSZENTMIHÁLYI Mihály
The University of Chicago
The Department of Psychology
Kelly-406
5848 South University Avenue
Chicago, IL 60637
USA

CSORBÁ János
SOTE Pszichiátriai Klinika
Balassa u. 6.
Budapest
Hungary

CZERWINSKA-JASIEWICZ Maria
University of Warsaw
Faculty of Psychology
Stawki 5/7.
00183 Warsaw
Poland

DALBERT Claudia
Department of Psychology
University of Kaiserslautern
PO Box 3049
D-67653 Kaiserslautern
Germany
dalbert@hrhk.uni-kl.de

DECLAUWE Liéve
Université Paul Valéry, Montpellier III
Route de Mende
F-34199 MONTPELLIER cedex 5
France

DEKOVIC Maja
Department of Youth, Family and Life Course
Utrecht University
P.O. Box 80.140
3508 TC Utrecht
The Netherlands

DELLA FAVE Antonella
I.U.L.M. – Istituto di Scienze Umane
via Filippo da Liscate 1.2
20143 Milano
Italy
E-mail: adf@imiucca.csi.unimi.it

DEMETROVICS Zsolt
Eötvös Loránd University
Department of Personality and Health Psychology
Budapest
Izabella u. 46.
1064 Hungary

DI VITA Angela Maria
Department of Psychology
via Divisi 81
90133 Palermo
Italy
salerno@tin.it
091/6171949

DICKMEIS Claudia
Humbold University of Berlin
Unter den Linden 6.
10117 Berlin
SATURDAY, JUNE 6

14:30 – 15:15, Auditorium

Keynote address: Csíkszentmihályi M. (USA)
Chairman: Csaba Pleh (Hungary)

CSÍKSZENTMIHÁLYI, M. EVOLUTION AND ADOLESCENT DEVELOPMENT.

Adaptation to the culture increasingly depends on abstract skills that require many years of passive learning. Yet for millions of years adolescents have been selected for early maturation – for developing autonomy and responsibility in productive and reproductive activities as soon as possible. This conflict between genetic and cultural instructions cause many of the problems of adolescence, and raise important questions about education in the 21st century. Professor Csíkszentmihályi will summarize research on the “flow” experience, and discuss its relevance to the future of adolescent development.
DELLA FAVE, A., BASSI, M. OPTIMAL EXPERIENCE AND APATHY: THE MEANING OF EXPERIENCE FLUCTUATION IN ADOLESCENTS.

This study investigates the relationship between experience fluctuations and daily environment in adolescence, and its implications for individual development. 120 Italian adolescents (16-20 years of age) were examined by means of Experience Sampling Method: they carried electronic pagers for a week during which time they were each paged 6-8 times a day. Whenever they received a signal they were to fill out reports designed to sample current thoughts, activities, and the quality of experience. In order to assess data within the frame of the Flow Theory subjects were also asked to score their level of challenges perceived in the ongoing activity and their personal skills in coping with it. 4,649 valid forms were gathered and analyzed by means of a model (Massimini, Csíkszentmihályi, Carli, 1987) developed for the study of experience fluctuations on the basis of the ratio of challenges and skills (standardized values). Four main experiential states were highlighted: optimal experience, relaxation, apathy, and anxiety. Data analysis shows that: a) optimal experience – challenges and skills higher than subjective mean – is reported as being the most positive and complex state of consciousness whereas apathy – challenges and skills lower than subjective mean – as being a state of psychic disorganization and entropy described as the worst experience of all; b) in the Flow state, the higher the challenges and skills z-scores, the more positive the reported experience; on the contrary, in apathy the quality of experience worsens with lower challenges and skills z-scores; c) in Flow and apathy the kind of activity performed influences the overall reported experience. From these results suggestions can be drawn in adolescence research: a) healthy individual development is fostered by both the subjects’ ability and the environmental opportunities to experience Flow in daily life; b) adolescents’ maladjustment and deviant behavior can be related to apathy-inducing contextual factors (low challenges environment); c) intervention programs should take into account this kind of individual-environment interaction supporting adolescents’ search for meaningful opportunities for development and social integration.

INGHILLERI, P. OPTIMAL EXPERIENCE OF ADOLESCENTS AND SOCIAL DEVELOPMENT: A CROSS-CULTURAL APPROACH.

Cultural evolution and human development can be characterized by negentropy or entropy. In the first case we have order, information, complexity, in the society and in the mind respectively. Entropy is characterized by disorder, lack of information, homogeneity. Cultural evolution and psychological development are reciprocally influenced: the human being inherits cultural information through the socialization processes and, during his life course, s/he can influence her/his social environment. Adolescence is the central moment of this process. The adolescents can reject the cultural values or they can introject them in an ordered way. In this way they have skills to make further innovation in the cultural system. The flow theory allow to understand how this two processes (rejection and entropy vs. introjection and negentropy) are active in the daily life. The social systems able to present to the adolescents ideas, values, and activities (in other words, challenges) characterized by complexity, interesting for young people and connected with their skills permit the optimal experience (or flow). Those social systems will be selected by the new generations. In the opposite case the adolescents will seek flow in situations disconnected with the social values (i.e.: drugs, gangs, or apathy and depression). Field research observations and quantitative data collected with Flow Questionnaire and ESM in Italy, U.S., Navajo Reservation, Nicaragua, Somalia, confirm this hypothesis.


Using both ESM (Experience Sampling Method) data and the NELS (National Educational Longitudinal Survey), this study examined the social and psychological differences between two groups of adolescents. Ranging from 6th to 12th grade (approximately from 12 years of age to 18), one group was defined as frequently experiencing psychological engagement while the other experienced chronic boredom. Focusing on the NEL survey data, strong differences emerged from the relationship between the subject and the subject’s parents. The engaged sample boasted a tendency to enjoy strong and supportive relationships with their parents, while the bored sample tended to charac-
characterize their parental interaction as chaotic and conflict-ridden. Furthermore, this study revealed that bored children often are well-behaved and good students in school, whereas the literature suggests that boredom-prone children frequently engage in delinquent behavior and perform poorly in school. Yet, despite their high scholastic performance, the bored group demonstrated low self-esteem and, in many cases, low self-efficacy. What these findings suggest is that the quality of the parental relationship may have significant effects on the child's sense of psychological engagement. Secondly, the experience of chronic boredom may be encountered not only by troubled students, but by the very best as well. Furthermore, the price of academic ambition may result in a lower quality of experience and weaker sense of self.

DELLA FAVE, A. LIVING AT HOME OR IN INSTITUTION: ADOLESCENTS' OPTIMAL EXPERIENCE AND "LIFE-THEME" BUILDING.

The influence of family relationships on adolescents’ experience and development has been widely investigated. Family may serve as a behavioral model, a source of support, a socializing system, a guide in orienting adolescents' aspirations and goals. This study examines the relationship of family structure with a) adolescents' perception of daily situations, with particular emphasis on the activities associated with Optimal Experience (Flow), b) adolescents' perceived life influences, goals and expectations. To achieve this aim, Flow Questionnaire (Csikszentmihalyi, 1975) and Life Theme Questionnaire (Csikszentmihalyi, Beattie, 1979) were administered to 50 Italian girls (15-21 years of age), 25 living in two-parent families, 25 entrusted to Institutions for Custody of Minors, because of severe family problems and individual maladjustment. The findings indicate that adolescents' perception of a positive and supportive family environment fosters the active search for challenges and enjoyment in daily activities, and the involvement in productive and social contexts, whereas a negative or insufficient family perception is related to a lack of engagement and motivation, to the difficulty of experiencing Flow in daily situations, and to the prevalence of leisure and low-challenge activities as sources of enjoyment and satisfaction. The perception of family support is also associated with higher life expectations and goals, comprising work, family, social and self actualization issues; on the contrary, a negative family experience restricts the subjects' focus of motivation and life expectations to the ability to cope with the construction of close relationships, perceived as the main present and future challenge. Although the sample size and the nature of the research do not allow us to draw conclusions about causality, the results are consistent with other analyses on the crucial role of family environment in determining the psychological and behavioral development of adolescents. Moreover, the findings suggest that family structure contributes to shape adolescents' perception and building of meaningful opportunities for action and self development in daily life and in future perspective. Intervention in adolescence should be primarily concerned with the family context, in order to prevent the potential short and long-term problems associated with the emotional and behavioral maladjustment of youth.

MONETA, G. B., CSÍKSZENTMIHÁLYI, M. INDIVIDUAL MODELS OF INVOLVEMENT OPTIMIZATION IN RELATION TO THE BIG FIVE PERSONALITY TRAITS AND MURRAY'S NEEDS.

A key experiential correlate of peak experience is the feeling of involvement in the activity. In previous works, we found that, as stated by flow theory, involvement in daily activities is predicted by the relative balance of perceived challenges and skills. Although predictions were largely confirmed, relevant individual differences emerged. The goal of this study was to interpret individual differences of involvement optimization in terms of personality traits. The subjects were 207 talented high school students, 14-17 year-old, who provided 7547 everyday life self-reports by the Experience Sampling Method (ESM) on their involvement, challenges and skills of the activity, and other dimensions of experience. A sub-sample (n=184) completed the Personality Research Form (PRF) form E.

We regressed involvement on challenges, skills, and their absolute difference. By multilevel modeling we estimated person-specific regression coefficients. In particular, the individual absolute difference represents the negative effect of the imbalance of challenges and skills. After reversing its sign, this coefficient was labeled "Balance". We then regressed Balance on the Big Five factor scores extracted from the PRF. Finally, we regressed Balance on the 20 subtraits of the PRF representing Murray's needs obtaining a final model by backward elimination.