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Children's Verbal and Nonverbal Congruent and Incongruent Communication during Parent–Child Interactions

Tsfira Grebelsky-Lichtman
Ono Academic College, Israel

While the field of verbal and nonverbal congruent and incongruent communication has gained increasing interest in recent years, research in this area related to children received considerably less attention. This paper presents diverse patterns of children's verbal and nonverbal interrelationships of congruent/incongruent communication. The study used a mixed multi-variant design to analyze parent–child interactions (n=160) in structured joint game sequences, filmed in their homes. The findings explain children's incongruence communication patterns (ICP) and reveal the effects of social and situational factors, including the child's and the parent's gender, socio-economic status, and task difficulty. The study expands the theoretical and methodological research regarding ICP. The proposed model provides composite theoretical perspectives regarding children's congruence/incongruence interconnections of verbal and nonverbal communication.
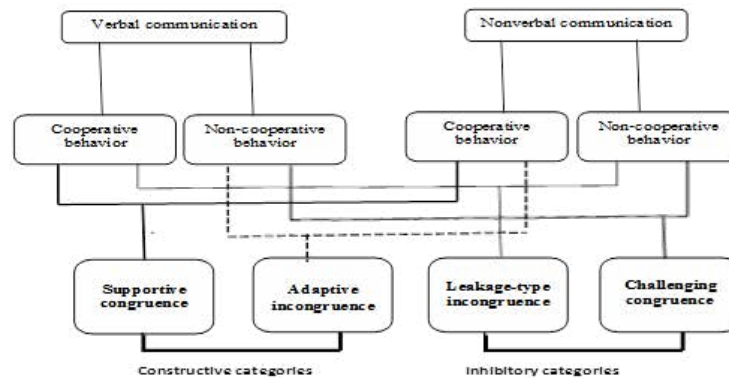

Figure 1: Verbal and Nonverbal Congruent and Incongruent Communication

Biography

Tsfira Grebelsky-Lichtman is a senior lecturer in the Department of Communication at The Hebrew University of Jerusalem and in the Department of Business Administration at the Ono Academic College. She received her Ph.D. from the Hebrew University of Jerusalem. Grebelsky-Lichtman's current area of research is interpersonal communication, both verbal and nonverbal. She has developed a well-established model, which offers a conceptualization of children's integrative communication patterns that are involved in mutual parent–child interactions. The model offers methodological and theoretical implications in order to develop a holistic profile of the children's interrelations of verbal and nonverbal communications, and to provide insights into diverse patterns of congruity/incongruity in children's communication and their value for assessing patterns of cooperation in parent–child interactions.

grbelsky@netvision.net.il

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