

A tanár személyiségének hatása az értékelés folyamatára speciális osztályokban

FÜLÖP EMESE

*Babeş-Bolyai Tudományegyetem, Kolozsvár
Pszichológia és Neveléstudományok Kar
e-mail: fulopemese@pszichologia.ro*

Abstract: There is a growing amount of data relating to prevention programs, especially for children in special education, although measuring the efficiency seems to be a critical point of these studies. On the one hand this paper examines the role of the evaluator's personality (FPI) in assessing the behavioral changes in children who took part in an aggressiveness prevention program. On the other hand it examines the differences in evaluation between teachers from normal and special education, based on George Kelly's personal construct theory. The results show that some personality traits do play a role in the elaboration of appraisals, but don't offer enough explanation for the differences measured between two or more evaluators.

Keywords: aggression, special education, personality.