

Fotini Polychroni
Assistant Professor of Learning Disabilities

Fotini Polychroni studied Psychology at the University of Athens and continued her postgraduate studies at the University of Manchester, United Kingdom where she received a Masters degree (M.Ed.) on educational psychology and special educational needs and a Ph.D. on reading difficulties. She has worked as a research assistant at the University of Manchester and the Cheshire Local Education Authority. For seven years she has worked as a psychologist at the counselling centre of the Municipality of Athens. From 2001 to 2007 she taught Psychology at undergraduate and postgraduate programmes at the University of Athens as an affiliated lecturer, from 2007 to 2012 as an appointed lecturer and currently as an Assistant Professor of Learning Disabilities. She has participated in a number of funded research projects, such as “Occupational guidance and integration of students with Special Needs – individuals with learning difficulties”, “Prevention of the burnout syndrome in the psychiatric intervention actions. Design and implementation of a qualitative and quantitative evaluation for the European programme training activities”, “Construction and standardization of screening tools for learning disabilities”, “Exploring School Engagement Internationally” (international project coordinated by the International School Psychology Association Research Committee), «Cognitive and metacognitive factors contributing to reading comprehension and production of written text», “An examination of individual and contextual factors contributing to resilient classrooms and schools”, “Education of Roma children”.

She has coordinated and participated as a presenter in professional training programmes on learning disabilities addressed to mental health professionals and primary and secondary school teachers. She has published her work in peer-reviewed journals and edited books and she has a large number of oral presentations in Greek and international conferences. She is a member of many international scientific psychology associations such as the British Psychological Society, the British Dyslexia Association, the National Association of School Psychologists, USA, the European Association of Learning and Instruction. She is the General Secretary and coordinator of the School Psychology Section of the Hellenic Psychological Society. Her main research interests include screening and early identification of reading difficulties, intervention effectiveness, cognitive and metacognitive processes in reading and reading comprehension, motivational and emotional characteristics of children with dyslexia and school psychological provision for children with dyslexia.

See also Fotini Polychroni's profile in Academia.edu
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Selected recent international publications

- Hatzichristou, C. & Polychroni, F. (in press). The Preparation of School Psychologists in Greece. *International Journal of School Psychology*.
- Lam, S.F., Jimerson, S., Wong, B.B.H., Kikas, E., Shin, H., Veiga, F.H., Hatzichristou, C., Polychroni, F., Cefai, C., Yang, H., Negovan, V., et al., (in

- press). Understanding and measuring student engagement in school: The results of an international study from 12 countries. *School Psychology Quarterly*.
- Polychroni, F., Antoniou, A.-S. & Kotroni, C. (2013). Social, emotional and motivational aspects of learning disabilities: challenges and responses. In A.-S. Antoniou & B. Kircaldy (Eds.), *Education, family and child & adolescent health* (pp. 93-119). Athens: Diadrasi.
- Polychroni, F., Hatzichristou, C., & Sideridis, G.D., (2012). The Role of Goal Orientations and Goal structures in Explaining Classroom Social and Affective Characteristics. *Learning and Individual Differences*. In A. Lipnevich & R. Roberts (Eds.) *Special Issue: Student Emotions in Education: Emerging Research and Applications*, 22,2, 207-217.
- Lam, S.-F., Jimerson, S., Kikas, E., Cefai, C., Veiga, F.H., Nelson, B., Hatzichristou, C., Polychroni, F., Basnett, J., Farrell, P., Liu, Y., Negovan, V., Shin, H., Stanculescu, E., Wong, B.H., Yang, H., Zollneritsch (2012). Do girls and boys perceive themselves as equally engaged in school? The results of an international study from 12 countries. *Journal of School Psychology*, 50, 77-94.
- Polychroni, F. & Antoniou, F. (2011). Literacy and Language Difficulties: Perspectives on Assessment and Intervention: Introduction to the special issue. *Learning Disabilities: A Contemporary Journal*. 9(2), 1-3.
- Polychroni, F., Economou, A., Printezi, A., Koutlidi, I. (2011). *Verbal memory and semantic organisation of children with learning disabilities*. *Learning Disabilities: A Contemporary Journal*, 9, 2, 27-44. [Special Issue: Literacy and language difficulties: Perspectives on assessment and intervention.]
- Hatzichristou, C., Polychroni, F., Issari, P., & Yfanti, T. (2011). A synthetic approach for the study of aggression and violence in Greek schools. In S. Jimerson M. Furlong, A. Nickerson, and M. Mayer (Eds.) *Handbook of School Violence and School Safety: International Research and Practice (2nd edition)* (pp. 141-152). USA: Routledge.
- Antoniou, A.S., Polychroni, F. & Kotroni, C. (2009). Working with students with special educational needs in Greece: Teachers' stressors and coping strategies. *International Journal of Special Education*, 24,1.
- Polychroni, F., Koukoura, K. & Anagnostou, I. (2006). Academic self-concept, reading attitudes and approaches to learning of children with dyslexia. Do they differ from their peers? *European Journal of Special Education*, 21, 4, 415-430.
- Hatzichristou, C., Polychroni, F. & Georgouleas, G. (2006). A Description of School Psychology in Greece. In S.R. Jimerson, T. Oakland, and P. Farrell (Eds.), *The Handbook of International School Psychology* (pp. 135-146). USA: Sage Publications.
- Antoniou, A.-S. Polychroni, F. & Vlachakis, A.-N. (2006). Gender & age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *Journal of Managerial Psychology*, 21, 7, 682-690.