

Brief Biography

Lambros S. STAVROU

Lambros S. STAVROU is Professor of Psychology of the child with special needs-special education at the University of Ioannina, having his BA and Ph.D of Sorbonne University, founder of the Laboratory of Special Education and Therapy (ER.E.TH.A.) - Laboratory of Special and Curative Education (LAB . E.SPE.C.) - University of Ioannina, editor of the bilingual (English-French) journal entitled Journal of Curative and Intercultural Psychopedagogy, visiting professor of clinical psychopathology at French Universities (Sorbonne, Picardie, Lyon II), member of editorial boards of scientific journals (European Journal on Mental Disability), expert at the Council of Europe, External Evaluator of research programs of the Ministry of Education, Canada (Social Sciences and Humanities Research Council of Canada), supervisor and member of boards of doctoral and postdoctoral theses in Greece and France, scientific director of research programs, writer of scientific articles (cognitive-psychoanalytic approach), psychometric tests (such as FO.T.A.DY.S.: phonological dyslexic Conduct screening tests for children aged 5-6 years, in collaboration with Dr. Miltiades Karvounis) and writer of books (Psychopedagogy of children with special needs, Body image and Body shape, Basic Principles of psychotherapeutic process of children, adolescents and adults, Teaching methodology in special education ...).

A short illustrative list of his writings:

- Stavrou, L.** (1982). Introduction to Psychopathology of the infant, child and adolescent. Athens: Anthropos.
- Stavrou, L.** (2002). Psychopedagogy of children with special needs. Athens: Anthropos.
- Stavrou, L.** (2002). Teaching Methods in Special Education. Athens: Anthropos.
- Stavrou, L.** (1995). The Rorschach Test of three children with symbolization. Analysis of three cases. Announcement at the 4th European Congress of Psychology, 2-7 July 1995. Athens.
- Stavrou, L. & Karabatzaki, Z.** (2002). Psychoeducational testing to detect the developmental coordination disorder in children aged 4-8 years. *Special Education*, 16, 3-9.
- Stavrou, P-D.** (2003). Body shape and body image. In L. Stavrou (Eds.), *body image and body shape* (pp. 17-66). Athens: Anthropos.
- Stavrou, L. & Karvounis, M.** (2006). Developing tests for early detection of dyslexia. In Anastasia -Valentini Riga and colleagues *ANTIKAIADAS. Representations and psychosocial interventions for people with disabilities* (pp. 240-253). Athens: Greek Letters.
- Kourkoutas, I. & Stavrou, P., D.** (2007). Abuse of children with disabilities: Risk factors and potential intervention in an ecosystem perspective. In the special education in society, edition of the 1st National Conference of Special Education, vB, 81-98. Athens: Grigoris.
- Stavrou, L. & Delikanaki, N.** (2007). The scale of logic-mathematics thought (LOGMATH) as a psychometric tool for detecting problems of early cognitive development in children aged 4-6 years. In the special education in society, edition of the 1st National Conference of Special Education, vB, 380-388. Athens: Grigoris.
- Karvounis, M. & Stavrou, L.** (2005). Phonological awareness and dyslexia: Necessity and implementation of a longitudinal research on preschool and school age.

Edition of the 5th National Conference on: Learning and Teaching in the Knowledge Society (pp. 582-591). Athens: Research Center for Science and Education (K.E.EP.EK), University of Athens.

Stavrou, L. & Karvounis, M. (2002). Phonological dyslexic behavior screening test in children aged 5-6 years. In Stalikas, A., Triliva, S., & Roussos, P. (ed.). The psychometric tools in Greece (p. 423). Athens: Greek Letters.

Karvounis, M. & Stavrou, L. (2007). Phonological dyslexic screening test behavior in children aged 5-6 years (FO.T.A.DY.S. 5-6). Athens: Man.

Karvounis, M. & Stavrou, L. (2008). Phonological dyslexic behavior screening test in children aged 6-8 years (FO.T.A.DY.S. 6-8). Athens: Man.

Stavrou, L. & Koutras, S. (2007). Construction of an early detection test visual perception disorders in preschool children: a first approach. In the special education in society, edition of the 1st National Conference of Special Education, vB, 398-402. Athens: Grigoris.

Stavrou, L. & Giannelis, P. (2007). Early consecutive bilingualism and specific language disorders of Greek students (3-6 years) in the French system of preschool education. In the special education in society, edition of the 1st National Conference of Special Education, vB, 403-415. Athens: Grigoris.

Stavrou, L. & Saris, D. (2008). Programs of intergrating of People with Special Educational Needs (a.me.e.e.a.) in mainstream school. Psychological, educational psychology and psychotherapeutic approach. Special Education, 39.

Karabatzaki Z. & Stavrou, L. (2003). Developmental Coordination Disorder. In L. Stavrou (Eds.), body image and body shape (pp. 161-222). Athens: Anthropos

Stavrou, L. (2003). Content analysis of texts dyslexic students of special classes. Trying to approach and set the limit of the syndrome of dyslexic behavior. In L. Stavrou (Eds.), Body image and Body shape (pp. 223-286). Athens: Anthropos.

Stavrou, L., Gibello, B. & Sarris, D. (1997). Les problèmes de symbolisation chez l'enfant déficient mental: Approche conceptuelle et étude clinique. Scientific Yearbook of the Department of Early Childhood, School of Education, University of Ioannina, v. A, 187-217.

Stavrou, L., Sarris, D. (1997). L'image du corps chez les infirmes moteurs cérébraux (IMC) au travers des épreuves projectives. European Journal On Mental Disability, 4 (16), 17-23.

Stavrou, L., & Makratzi, A. (2004). Improving Preschool and Elementary School Children's Perceptions of Space and Time through Computer and Microsoft Power-Point. WSEAS Transactions on Information Science and Applications, 5 (1), 1417-1421.

Stavrou, L., & Christoforidou, C. (1999). Parfaire la formation des Professionnels [Optimization professionals Interim Social Structure in Support and Training (E.D.KE.P.Y.) of the disabled], In C. Gardou et collaborateurs, Connaître le handicap, reconnaître la personne, Col. Connaissances de l'éducation, Lyon: ERES.

Stavrou, L., Zgantzouri, K. A. and Stavrou, P.-D. (2004). Mechanisms involved in the formation of body and self image in individuals with psychotic symptoms, 6th International Psychoanalytic Symposium of Delphi, Delphi, Greece, October 27-31, p. 29.

Stavrou, L. (1968). Dépistage précoce d'une tendance à la dyslexie et rééducation en deuxième année du jardin d'enfants et en première année primaire, Bruxelles: Université Libre de Bruxelles.

Stavrou, L. (2002). Maturité affective et sociale de l'enfant dyslexique /

dysorthographique d' un point de vue pédagogique et clinique. Carrefours de l'éducation, 13, 111-126.

Dimitriou, M., & Stavrou, L. (Athens, 3-5 July 2009). Attention deficit hyperactivity disorder-Greek test (ADHD-GT). International thematic conference: From inhibition to hyperactivity: psychopathological approach.

Sarris, D. (2009). The role of the fairy tale and the puppet in the treatment of learning disabilities: cognitive and psychoanalytic approach. Laboratory and Therapeutic Special Education (ER.E.TH.A.) University of Ioannina. Athens: Greek letters.