In France, the public system of psychiatric care for children and adolescents in a day intensive care unit for children

Tu-S-411

the concepts of transference and counter-transference.
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Psychoanalytic conceptions of mental functioning and psychological develop-

“Psychodynamically oriented approaches” does not refer only to individual psy-
choanalytic psychotherapy. In many institutions, the care of children with serious disorders such as psychotic disorders, developmental disorders, are based on psychoanalytic conceptions of mental functioning and psychological develop-
ment. Educational activities are considered both as means for learning skills and, in the same time, as opportunities to analyze and improve emotional relationships. Children’s relationships with the professional team are considered with the concepts of transference and counter-transference.

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Tu-S-410

Psychodynamic approaches in CAP department

Methods.– About 6031 parents and 7321 teachers were recruited randomly in a large school survey and results will allow us to examine children’s mental health problems and its impact on school learning difficulties and access to care.

Results.– We note that 17% of the children have been judged as having difficulties for learning (from 14 to 23%); 9.5% of the children require some sort of care for psychological disorder (from 13.8 to 5.5%); These problems interfere with class learning for 7.5% of the children according to teachers and 6.3 according to parents.

Conclusions.– Social determinants and learning difficulties are linked and there is the presence of country effect.

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Divergences and coherences between parents and teachers evaluation of impact on children’s mental health problems and school learning

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Introduction.– To compare the evaluation of teachers and parents of impact on children’s mental health problems in daily and school life and to describe the discordances between the two observers.

Methods.– Sample of primary schools children from seven European countries. The view of both parents and teachers was collected with the SDQ.

Results.– Italy parents observed a much lower impact of mental health children than teachers and the impact observed by parents is, as in Romania, lower than other countries. In the description of the impact extent according to teachers, East Germany and Turkey are the country with the lowest impact. The agreement on the identification of children with impact is low.

Conclusion.– The discrepancies in the perception of impact of mental health problems on daily life of children according to teachers and parents seem to be strongly associated with socio-cultural factors and seem to be more problematic in some European Countries.

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Tu-S-412

Institutional work with borderline adolescents

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Dependence is one of the basic symptoms of adolescent with borderline cha-

Results.– While the clinical literature attests to the benefits of multidisciplinary care, multidisciplinary teams, diversity of services with a gradation of intensity. We present a current particular modality of care: intensive day care unit for children as it has evolved until today at Toulouse University Hospital, taking into account, in a pragmatic way, recent guidelines and useful research advances. This intensive care service unit welcomes part-time (time is shared with outside school and leisure) children with ASD aged 8 to 12. It functions with several major principles, which we show practical applications: individual integrative coordinated program, including without dogmatism psychodynamic therapies, special education and teaching, speech therapy, psychomotority, cognitive and behavioral therapies, social work, groups and individual interventions. This program promotes whenever possible inclusion in ordinary life and work with families and partners.

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Integrative approach including psychodynamic dimension in a day intensive care unit for children

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In France, the public system of psychiatric care for children and adolescents was built in the 1970 with some generous goals, influenced by psychoanalysis: territorial coverage (“sectorization”), proximity, no financial barrier to access care, multidisciplinary teams, diversity of services with a gradation of intensity. We present a current particular modality of care: intensive day care unit for children as it has evolved until today at Toulouse University Hospital, taking into account, in a pragmatic way, recent guidelines and useful research advances. This intensive care service unit welcomes part-time (time is shared with outside school and leisure) children with ASD aged 8 to 12. It functions with several major principles, which we show practical applications: individual integrative coordinated program, including without dogmatism psychodynamic therapies, special education and teaching, speech therapy, psychomotority, cognitive and behavioral therapies, social work, groups and individual interventions. This program promotes whenever possible inclusion in ordinary life and work with families and partners.

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