Coherence between parents and teachers opinions on children mental health disorders and its impact on the treatment access in contrasted European countries
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Background. Parent recognition of child mental health problems is the first step on the pathway to care, especially in children as young as 6–11 years old. Also, parent and teacher perceptions about children mental health problems have been reported to predict service use in few European countries. We want to compare the coherence between parent and teacher perception on mental health problems of children and its influence on health service access across seven European countries.

Methods. SCMHE assesses the mental health of primary school children in 7 European countries using reports of multiple informants. Based on the self-administered questionnaire from 7751 parents and 7144 teachers we examine prevalence of most common mental health problems according to each of these two informants and levels of agreement between them. Questions about accessing the healthcare services in the past year were included in parent questionnaire. We examine the correlation between use of services, parent-teacher agreement and other factors contrasting the East and West European areas.

Results. Prevalence of any mental health problem varies largely across countries both when reported by parents (from 12% in Italy to 39.4% in Lithuania, European average 28%) and teachers (from 15.6% in Italy to 30.9% in Lithuania, European average 24.1%). Coherence between parent and teacher reports is higher for externalized than internalized disorders in all countries. Still, higher levels of concordance are found in West countries compared to East countries (Spearman inter-rater correlation 0.61 and 0.33, respectively). Among children with any type of mental health problems as reported by parent or teacher, a significantly higher proportion has been in the past year in contact with GP or pediatrician (82.78 and 78.92) compared to any mental health specialist (15.54 and 16.33). Higher levels of coherence between parents and teachers are observed for externalized disorders compared to internalized disorders for all types of services which have been accessed. In a model considering any mental health problem and country or region (West versus East) effect, factors associated to consultation in mental health professional were: being a boy (OR: 1.45 and 1.43, respectively), single mother (OR: 1.49 and 1.44), mother’s psychological distress (OR: 1.43 for both country and region effect), presence of any mental health problem according to parent or teacher (OR: 2.75 and 2.82, respectively), living in Italy (OR: 1.76), Netherlands (OR: 1.57) or West Europe (OR: 1.39). Coherence between parent and teacher reports did not seem independently associated to consultation in any mental health professional, but appeared to be slightly and reversely associated no health consultation in past 12 months.

Conclusion. Although prevalence of mental health problems in primary school children varies largely among different European countries, mental health services appear to be considerably underused in all these countries. West and East European countries proved significant differences both in terms of coherence between parent and teacher opinions, and access to services in favor of West region.

Stress in pregnancy: implications for future

Stress in pregnancy has been shown to impact the long-term development of rat puppies and monkeys. In humans, study of stress is more complex because of the individual variations in the definition of stress. Still, there have been several studies in humans that have shown the impact of significant stress on the HPA axis of the mother as well as of the fetus. In some cases, the impact is long lasting along childhood. We will present the result of our study that has looked at the impact of pregnancy outcomes in a city that has been exposed for 7 years to daily, unpredictable, missiles attacks, as compared with a neighbour city that has not been exposed.

Prenatal Lausanne trilogue play
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During pregnancy, an important development towards co-parenting occurs, implying reciprocal sharing and recognition of the experience of pregnancy, the partner’s parental role, the co-parental relationship to the child. Co-parenting (cooperation between parents to scaffold the development of their child), is related to but separate from the marital relationship. It has been mainly studied through interviews. The prenatal Lausanne trilogue play (prenatal LTP) is an observational instrument designed to measure co-parenting in formation. It complements measures of parental representations of their future relationship with the child. It was shown to predict the postnatal co-parenting (how parents and infant coordinate in order to implement a task) in the post-natal LTP up to the second and fifth year. It may be used for clinical as well as for research purposes. It contributes to establish firm grounds to assess the coparenting relationship from its outset during pregnancy as well as to make timely clinical interventions.