In 2011, the Ministry of Health of Brazil, expanded and redefined the National Program of Telehealth, which aims to support actions in primary care. Among the various proposed actions is tele-education. The objective of this study was to implement an interactive tele-educational training in child and adolescent mental health to primary care professionals to improve their professional skills. A distance education strategy was to create learning objects, such as videos about depression, anxiety, ADHD, conduct disorder and PDD, in addition to an animated tutorial about SDQ. A pilot study was conducted in Sao Paulo with 25 primary care health workers (M.D and nurses). Questionnaires were created to address knowledge about the contents of learning objects, and the KAP was applied. In all evaluated items was significant difference in both specific knowledge and in KAP. This educational methodology represents an alternative to teach professionals as a nationwide continuing educational strategy.

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Mo-S-091

Mental health care among children and adolescents in Brazil

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The National Institute for Developmental Psychiatry project was launched in 2009. This project aggregates more than 50 national and international researchers, based on 16 projects that were designed to create strategies that promote mental health and protect the vulnerable and at-risk children and adolescents around Brazil. The Epidemiological Study of Mental Health among Brazilian School Children is one of these 16 projects, being the first Brazilian multicenter study on child mental health field. It main goal are to establish the prevalence of psychiatric disorders, to identify psychosocial risk factors, and to describe mental health service use in representative samples. 1,734 school age children and adolescents from representative samples of four Brazilian regions were assessed in 2010 and 2011. Preliminary results show that:

– the prevalence of psychiatric disorders, based on the K-SADS-PL, is high;
– risk factors are also frequent, such as exposure to physical aggression in the home and school failure;
– the majority of children and adolescents with psychiatric disorders did not receive any type of assistance in the previous 12 months; the few who had received were treated by psychologists, since this is the type of professional more frequently available in the Brazilian public health services.

The high frequency of psychiatric disorders from Brazilian students shows the relevance of this field, since these disorders are associated with high levels of burden and high costs over a lifetime. On the other hand, addressing child mental health needs early on, can be cost effective and lead to improved quality of life for individuals later on. This study also identified some risk factors that should be taken in account in the treatment and prevention programs. Despite the potential benefits gained from early treatment and preventive programs, our data indicates that most of children and adolescents with mental health needs were adequately assisted. Thus, long-term comprehensive strategy to address barriers to quality psychiatric disorders is recommended. At the same time, low cost both financially and in terms of infrastructure, training and human resources have to be considered.

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Mo-S-092

NINA – In the search of languages which do not exist. Bilingualism in the context of migration

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Based on a case study of a 12–14 year old girl from a Silesian family, this lecture deals with the language competence of children and adolescents whose family histories are characterized by migration. Their ability or their difficulty to speak a number of languages will be considered not only as a cognitive accomplishment but as a part of a complex dynamic psychological process which develops through interaction with cultural, social and political influences. An important aspect of this case is that the patient, who from the very beginning of her schooling was in the German educational system, had speech problems that were not easy to recognize. The lack of a mother tongue and of maternal availability, and in addition the limited presence of the father set against a background of a distressing family history made it impossible for her to acquire a confident symbolic grounding in language. A further indicator of the difficulties in symbolic formation is her lack of memories concerning her dreams, which she only started to recollect in the course of her therapy. Based on the theories of symbolic formation and their further development by Julia Kristeva, it is assumed that the subject and speech are indissolubly linked with each other. According to this language development in childhood cannot be without effect on psychological development. It cannot be viewed in isolation from relationship experiences and the language in which these experiences are made. The central theoretic question is about the ability to symbolize for the creation of mental representations, to develop a concept of one’s world or the ability to use signs of some description both for the processes of the unconscious and the consciousness.

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Mo-S-093

Harmonious bilingual development

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We now know a lot more about early bilingual acquisition than we did only two decades ago. Many children grow up bilingually without experiencing problems attributed to their bilingualism. However, other children growing up bilingually do experience problems because of their bilingualism. This presentation centers on young children’s and their families’ well being in a bilingual setting, i.e., on harmonious bilingual development. So far, input factors such as the frequency with which children hear each language and socialization patterns most likely play an important role, as do language attitudes. In addition, the continuing question about how bilingual children compare to monolinguals often gets in the way. If we have more knowledge about factors contributing to harmonious bilingual development, we can help many bilingual children and their families to avoid some of the problems that may be involved when children are raised bilingually.

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The trap of confusion in the diagnoses and the therapies of the bilingual children

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L’auteur propose une réflexion sur les contraintes mentales et institutionnelles que notre modèle d’accueil impose aux thérapeutes du langage et aux familles migrantes qui les consultent. Elle décrit comment le rôle des orthophonistes est important pour contenir les effets d’une communication pathogène entre familles et services et réduire autant que possible les risques de rigidification, de disqualification et de conflits de loyauté qui freinent ou bloquent le développement linguistique bilingue et celui des apprentissages en général.

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Impact of bi(multi) linguistic environment of the child in the early developmental disorders

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The bilingual child poses specific challenges for the psychologist, in particular for the assessment of his or her language and cognitive skills. Based on an extensive literature review, the present study aims to analyze possible effects of early bilingualism on later language development and on cognitive abilities of a bilingual compared to monolingual children. The main findings are: bilingual children are exposed to two languages at an early age, which can lead to various cognitive and linguistic impairments. Moreover, the effects of early bilingualism on later language development and cognitive abilities seem to be influenced by the number of languages spoken by the child. Additionally, the findings indicate that bilingual children with a non-standard language background are more likely to experience language difficulties than monolingual children.

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