Tu-S-404
Parent–child interaction therapy for preschoolers with ADHD
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Objectives.— This study examines effects of Parent–Child Interaction Therapy (PCIT) for preschoolers with ADHD with and without comorbid ODD randomized to individual or group PCIT.

Methods.— Analysis included 80 children (4 to 6 years old) who completed PCIT. Pre and post-treatment measures included:
- Child Behavior Checklist;
- parent and teacher ratings of the Swanson, Nolan and Pelham, Version 4;
- the Eyberg Child Behavior Inventory;
- Columbia Impairment Scale (CIS);
- observations from the Dyadic Parent Child Interaction Coding System.

Results.— For both PCIT treatment formats significant post-treatment reductions of symptoms and functional impairment were found on most parent-reported measures, including ADHD-specific ratings and CIS scores, and significant improvements were noted on observational measures of parent-child interactions. None of the teacher-reported measures showed symptom reductions in either the individual or group PCIT format.

Conclusions.— ADHD symptom reduction is not a specific goal of children’s treatment in PCIT, yet significant improvements occurred in both hyperactive/impulsive and inattentive symptoms, for children with ADHD with and without comorbid ODD, based on parent report measures. These findings suggest that PCIT may be an effective treatment for the behavioral and attentional symptoms of ADHD in preschoolers and that it merits further study as a promising intervention for preschoolers with ADHD.

http://dx.doi.org/10.1016/j.neurenf.2012.05.378

Tu-S-405
The new forest parenting programme, a tailored, timely programme for children with preschool type ADHD problems
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The New Forest Parenting Programme was developed in the early 1990s by professionals from The NHS based in the New Forest and by psychologists from the University of Southampton as a parenting programme for preschool children with ADHD. The programme is tailored to the child and family presenting so addresses also speech and learning problems; or a parent who is depressed or has ADHD. The principles behind the programme were to help the parents understand why their young child behaved the way they did (psycho-education about ADHD); to work with the parent to become the child’s trainer, understanding behaviour principles matched to their child’s profile; to work on the parent–child relationship; and uniquely to tackle attention and executive functioning deficits if present. The NFPP has been subjected to three trials in the UK and Guernsey; one in New York, USA; and is about to be trialled in Denmark.

http://dx.doi.org/10.1016/j.neurenf.2012.05.380

Tu-S-406
The indicated prevention program for preschoolers with disruptive problem behavior
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The efficacy of parent and teacher trainings for prevention or treatment of disruptive behaviour problems in children has been demonstrated in randomized controlled trials. Only few studies document the effectiveness of these interventions under routine care conditions. This presentation reports two studies on the effectiveness of indicated prevention in routine care in a sample of children at risk for development of disruptive disorders. Both studies use a within-subject control group design starting with a baseline-interval with no intervention which was compared to a following interval of either parent training or teacher training according to the German Prevention Program for Externalizing Problem Behaviour (PEP). In the PEP, Teacher-study 114 teachers in 90 kindergartens participated. Each teacher focused on one child (3–6 years old) indicated by herself as “at risk for externalizing behaviour problems”. In the PEP, Parent-study 270 children aged 3–10 years with externalizing behaviour problems were included. Outcome measures included child behaviour problems (oppositional and ADHD symptoms) and parenting/educational behaviour of the teachers. Comparison of the 3-month waiting period and the subsequent treatment periods revealed significant treatment effects on all outcome measures. Effectiveness of both the parent and the teacher training under routine care conditions could be shown. The results complement the randomized controlled studies and show that the results can be generalized to real world settings.

http://dx.doi.org/10.1016/j.neurenf.2012.05.381

Tu-S-407
The association of children mental health problems and learning difficulties at school in a contrasted European primary school children sample
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In a way, emotional and behavioral problems tend to impede learning. In the other way, several theories suggested that Learning Difficulties, low academic competence plus conflict with parents and teachers about school failure led to emotional and behavioral disturbances. If this association is well known it’s difficult to chronologically know which came first. And most of the surveys did not use the same instruments and results varied according to the interviewee: the parent, the teacher, the children themselves. With the SCMHE project, children’s mental health and school learning difficulties were assessed with the Strength and Difficulties Questionnaire parents and teachers (Goodman, 1997) in a large sample based on seven countries (Bulgaria, Germany, Italy, Lithuania, Netherlands, Romania and Turkey).

http://dx.doi.org/10.1016/j.neurenf.2012.05.379
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.

http://dx.doi.org/10.1016/j.neurenf.2012.05.382

Tu-S-409
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.

http://dx.doi.org/10.1016/j.neurenf.2012.05.383

Psychodynamic approaches in CAP department

Tu-S-410
Psychodynamically oriented approaches

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“Psychodynamically oriented approaches” does not refer only to individual psychoanalytic 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 development. 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.

http://dx.doi.org/10.1016/j.neurenf.2012.05.384

Tu-S-411
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, psychomotoric, 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.

http://dx.doi.org/10.1016/j.neurenf.2012.05.385

Tu-S-412
Institutional work with borderline adolescents

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Dependence is one of the basic symptoms of adolescent with borderline characteristics of personality due to the vulnerability in the development of their narcissism. So, they are in continual risk of relational break and acting out. The passage of these young peoples in institutions of care allows them to meet an adults’ multidisciplinary team that can allow identification and support to the cure aspects, rather than the destructive aspects of their image. The relational continuity and a theoretical coherence of the teams are essential. In front of the destructive drives, the institution has to make a work of connection, reflection and representation to restore a psychic space but also a protective function to offer to their acting out, a work on limits within the framework, so that the adolescent. It’s a real transitional space created by the work of the team that can to support their narcissism and prevent the appearance of the depressive fault.

http://dx.doi.org/10.1016/j.neurenf.2012.05.386

Tu-S-413
Psychoanalytically-oriented clinical work in multidisciplinary team taking care of medically ill children

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Objectives.– To describe our model of using psychoanalytical theory and concepts in the everyday clinical work with medically ill patients and in the collaboration with our multidisciplinary colleagues within a pediatric hospital setting. To show how combined psychiatric and pediatric medical research can be informed by psychoanalytical and attachment theory and, as such, help develop further novel and more specific forms of clinical intervention.

Method.– Clinical presentation.– We will describe the case of a 10-year-old boy undergoing a liver transplant who suffered from premorbid psychological difficulties including social and emotional developmental delay, and disturbed intra-familial relationships within the context of his fragile physical health. The multidisciplinary work in this situation needed a combination of medical and psychiatric intensive care to succeed. Our intervention focused as well on the patient and his family as on the somatic team (providing psychiatric supervision to staff not used to deal with these issues). This clinical case will be viewed also through the lens of ongoing clinical research examining the parental reaction to diagnosis (via the Reaction to Diagnosis Interview or “RDI”), their level of traumatization (premorbidly and in response to their child’s present condition), and how these data might be associated with their child’s medical outcomes.

Results.– While the clinical literature attests to the benefits of multidisciplinary work - including psychiatric follow up with severely medically-ill patients, there is much less known about how psychoanalytically- and relationally-informed intervention might influence the long-term medical, psychological, and developmental outcomes for a given child. Our program of research is beginning to