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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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.

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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.

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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 to 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, psychomotricity, 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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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.

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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