PARENTAL MEDIATION IN THE WORKING THROUGH OF SEPARATION IN THE NURSERY SCHOOL CHILD

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The paper presents a research that studies the influence of the parental function of "mediation" on the child's capacity to elaborate the daily crisis-separation from parents in the day nursery school. The basic hypothesis considers parental mediation as a function that develops at an interactive level, and measures parents capacity to adapt rapidly and flexibly to a changing situation. This function influences the child's capacity to reorganise in a frustrating situation such as separation from parents. Three types of mediation are established: syntonic, non syntonic, and ambivalent. The results confirm that parents who mediate in a syntonic manner favour their child's emotional and social competence after separation, are able to offer a rich and coherent description of their child and to represent the depressive feelings which their child has to bear with. KEY WORDS: mediation, parental function, parentality, emotional competence, attachment.

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INFANCY AND VULNERABILITY FOR THE MENTAL ILLNESS IN CHILD AND ADULT: A VISION FROM THE GENES

Lourdes Fañanás Saura* and Mar Fatjó-Vilas Mestre**

The relative effect of life events on the origin of mental illness, on the one hand, and certain endogenous biological processes considered as relatively independent from the environment, in the other hand, continue to be a theme of debate in the understanding of the aetiology of mental illness. However, recent scientific evidences suggest that the genetic profile of an individual could constitute an element in continuous interaction with the environment, especially during childhood and adolescence, and determine, at last in part, the differential exposition of the individual to environmental risk factors for mental illness. KEY WORD: infancy, vulnerability, aetiology, mental disorders, genes.

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SOCIOAFFECTIVE DISARRANGEMENTS AND GENERAL SELF-CONCEPT IN ADOLESCENTS AND THEIR IMPLICATION AT A PSYCHOSOCIAL LEVEL

María de la Villa Moral Jiménez (*)

This paper analyses the socioaffective and emotional disarrangements which adolescents suffer in changing conditions like our current ones, with crises occurring at personal,

academic, and social levels. A sample integrated by 630 high-school students, aged 12 to 19 years, was selected. We present results which reflect the non-generality of transitory disarrangements during adolescence, therefore refuting the trend of generalising emotional disarrangements during this stage of development. A positive valuation of their self-concepts was also verified. The paper finaly considers the protective role of adequate relations within the peer group. KEY WORD: Adolescence, socio-affective disarrangements, self-concept, crisis, peer group.

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CONTENT ANALYSIS OF GROUP DISCUSSIONS OF ADOLESCENTS WITH SUICIDAL RISK. WHAT DO ADOLESCENTS THINK OF LIFE AND DEATH?

María de los Ángeles Páramo[1], Cristina Straniero[2], Irina Leisen Hadid[3] and Carlos Fachinelli[4]

Objective: to analyze focal group discussions of adolescents with different degrees of suicidal risk, and determine if significant differences between these groups exist in the frequency of appearance of topics related to life and death. *Method:* categorial analysis of contents from 27 adolescent discussion groups: 12 low suicidal risk groups (RSB) and 15 high-moderate suicidal risk groups (RSAM). *Results:* significant differences were found, according to different degrees of suicidal risk, in the following supra-categories: Attraction to Life (positive thoughts) and Attraction to Death (suicidal attempt). Predominant contents concerning life and death which appeared in both groups are reviewed, and their implications for clinical practice discussed. KEY WORDS: suicidal attempt, attraction to life, attitude towards life, attitude towards death, adolescents.

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ATTENTION-DEFICIT AND HYPERACTIVITY DISORDER AND ASSOCIATED SCHOOL PROBLEMS IN STUDENTS FROM A RURAL AND INDIGENOUS ZONE OF CHIAPAS

Germán Alejandro García Lara*

This paper approaches the ADHD and associated problems in a rural and indigenous population of Chiapas. The Conner Review School Scale, the List of Criteria of the DSM-IV, and the Inventory of Problems in School are all applied. The results indicate a stronger prevalence than other studies, and higher scores for men than women in all the ADHD subtypes. The most significant associated problems are learning disorders, antisocial conduct, and school maladjustment. KEY WORDS: ADHD, attention-deficit, hyperactivity-impulsivity, conduct disorders, school problems.

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SUBJECTIVE EXPERIENCE FACING DISABILITY. A PSYCHOANALYITICAL APPROACH

Mario Fernández Iglesias*

We are all adopted beyond the biological kinship that unites us to our progenitors. The appearance of a disability or malformation is experienced as something sinister affecting the ideal image projected onto the being about to be born. Faced with such a reality it is necessary for the progenitor to assume the child as such so as to work through the grief of the experienced loss. At the opposite side to the mourning we find the taboo of what is denied unconsciously. The function of the psychologist is to accompany the parents in the transition from the taboo towards mourning, favouring in this way the adoption of the newborn and the updating of all his potentials. KEY WORDS: sinister, mourning, taboo.

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MODALITY OF INTERVENTION IN PAEDIATRIC ONCOLOGY

Marta Pérez Campdepadrós* and Montserrat Daniel**

This paper describes a model for psychological intervention, based on emotional support and containment, in a paediatric onco-hematology unit. The different phases children and families go through are analysed in order to provide an integral care during and after the illness. Other goals are to relieve mental stress, facilitate adjustment to treatment, minimise immediate psychological and neurological sequelae and foster long-term behaviours that will favour the subsequent return to normal life, social integration and quality of life. KEY WORDS: Cancer, children, psychological intervention, quality of life.

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WECHSLER INTELIGENCE SCALES IN THE NEUROPSYCHOLOGICAL ASSESSMENT OF THE CHILD

Esperanza Bausela Herreras*

This paper analyzes the role Wechsler's Intelligence scales carry out in infantile neuropsychological assessment. We study their contribution in neuropsychological assessment when they are applied in an isolated way, analyzing various indicators that can help to establish a neuropsychological diagnosis. The paper concludes underlining the need and importance that these scales be applied in combination with neuropsychological batteries (Luria-DNI battery) and that their interpretation rest on some of the most current theories of intelligence (Theory of the three levels and Theory of fluid and crystallized intelligence). KEY WORDS: Wechsler Intelligence scales, neuropsychological assessment of the child, standard ACID, third factor, Theory of the three levels and Theory of fluid and crystallized intelligence, Luria-DNI battery.

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