

5th INTERNATIONAL CONGRESS OF CLINICAL AND HEALTH PSYCHOLOGY ON CHILDREN AND ADOLESCENTS

Seeking improvements in
psychological treatments

2019
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BOOK OF
ABSTRACTS

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 **EDICIONES**
PIRÁMIDE

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 **EDICIONES PIRÁMIDE**

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approach of Schema Therapy, as mediators of the association between exposure to family violence and teen dating violence. Participants were 525 high school adolescents (58.5% female, aged 14-19), from Porto Alegre, South Brazil. The instruments used were: Young Schema Questionnaire for Adolescents-Brief Form, Conflict in Adolescent Dating Relationships Inventory and Intrafamily Childhood Violence Exposure Scale. After data analysis adolescents were divided into three groups: adolescents as perpetrators of dating violence and victims of child maltreatment (G1, n = 288), adolescents perpetrators of dating violence but not victims of child maltreatment (G2, n = 109), and adolescents non-perpetrators of dating violence (G3, n = 128). A mediation model was conducted to investigate associations between child maltreatment, EMSs and teen dating violence. Also, it sought to verify the invariant model by gender. ANOVA results indicated a significant difference between groups in the EMSs scores. Tukey's post hoc test indicated there was a significant difference in the abandonment EMS between G1 and G3 ($p = 0.024$); and a significant difference in the mistrust/abuse EMS between G1 and G3 ($p = 0.001$), and between G1 and G2 ($p = 0.01$). The mediating model indicated that Disconnection and Rejection domain schemas were mediators between exposure to child maltreatment and physical dating violence perpetration in adolescence, and this model was more adequate to females. EMSs may be considered cognitive variables that contribute to the mechanisms of intergenerational transmission of violence, given that the EMSs had an important indirect effect on the relationship between child maltreatment and the perpetration of dating violence. Thus, the exposure to child maltreatment contributes significantly to the development of schemas, which, in turn, predicts dating violence. Clinical implications of these findings were discussed.

P156. FEASIBILITY STUDY OF A POSITIVE EDUCATION PROGRAM FOR CAREGIVERS OF CHILD CARE INSTITUTIONS

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Currently, services has pointed to about 47,000 children and adolescents in care institutions in Brazil. In this context, the caregiver is the main protective and affective reference of the children and adolescents in care. The importance of this professional and their practices to children development shows that he also needs to be cared and heard, as well as continuously trained. The main objective of this study was to evaluate the feasibility of «Programa Cuida», a program to improve the positive educational practices for caregivers in care institutions, in eight-weekly sessions, run by a trained moderator, accompanied by two trained observers. The themes worked in sessions are communication skills, conflict resolution, emotional self-regulation and self-care practices. The feasibility study evaluation was based on the following criteria:

1) Acceptability and adherence of participants; 2) Moderator evaluation by observers; 3) Satisfaction of participants with the Program and moderator, and 4) Understanding/generalization of content. The sample consisted of twelve caregivers from Porto Alegre/RS/ Brazil, aged between 35-59 years old. The instruments used were: 1) Observers Assessment Form; 2) Program Evaluation Measure to participants, and 3) Moderator Field Diary. Most of participants completed the Program, evidencing the acceptability (16 started, 12 finished), and had more than 80% of frequency, evidencing adherence. The observers positively evaluated social skills and integrity/fidelity of moderator, in the sessions. Participants considered themselves «satisfied» or «very satisfied» with the Program and with the moderator. It was observed comprehension and generalization of the sessions contents in the daily life of the participants. Structural changes were proposed regarding the content, some activities of the meetings and items evaluation questionnaires. The satisfactory results in the feasibility study allow continuing the proposal of the efficacy trial, considering the necessary adaptations. This type of intervention is necessary to promote the well-being of children in care and their caregivers.

P157. THE RELATIONSHIP BETWEEN INSECURE ATTACHMENT AND SUICIDAL IDEATION AND ATTEMPT IN LATE ADOLESCENCE

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Suicide is an emerging public mental health problem, and it is the second cause of death in young people aged 15 to 20 years old. This study aims to explore the relationships between insecure attachment and suicidal ideation and attempt in late adolescence. A sample of 216 Portuguese students, with a mean age of 18.62 years old (SD = 0.49; range: 18-19), completed the Portuguese version of the Experiences in Close Relationships-Relationship Structures Questionnaire, and two items assessing suicidal ideation and attempt. The percentage of suicidal ideation was of 22.3% (n = 48) and of suicidal attempt was of 3.2% (n = 7). Anxiety attachment was negatively correlated with suicidal ideation ($rs = -.26^{**}$, $p < .001$), and avoidance attachment was negatively correlated with suicidal attempt ($rs = -.22^{**}$, $p = .002$). Non-significant correlations were found between avoidance attachment and suicidal ideation and between anxiety attachment and suicidal attempt. Significant differences were found in the attachment anxiety levels of adolescents with suicidal ideation (Md = 137.27, n = 47) and adolescents who never had suicidal ideation

(Md = 99.12, n = 167), $U = 2525.500$, $z = -3.739$, $p = <.001$). Significantly differences were also found in attachment avoidance between suicidal attempters (Md = 173.86, n = 7) and never suicidal attempters (Md = 101.56, n = 200), $U = 211.000$, $z = -3.144$, $p = .002$). Non-significant differences were found in the attachment avoidance and anxiety levels of adolescents with and without suicidal ideation and between attempters and never suicidal attempters, respectively. This study confirms the important role of insecure attachment in suicidal behaviour in late adolescence. Further studies are needed to highlight the nature of this link.

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P158. THE RELATIONSHIP BETWEEN GENERALIZED PROBLEMATIC INTERNET USE AND SOCIAL INTERACTION AND PERFORMANCE ANXIETY AND AVOIDANCE IN LATE ADOLESCENCE

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Problematic Internet use has been associated with a variety of psychosocial problems, such as increased social anxiety. This study aims to explore the relationships between generalized problematic Internet use and social interaction and performance anxiety and avoidance in late adolescence. A sample of 216 Portuguese students, with a mean age of 18.62 years old (SD = 0.49; range: 18-19), completed the Generalized Problematic Internet Use Scale 2 (GPIUS) and the Social Interaction and Performance Anxiety and Avoidance Scale. Distress/Anxiety subscale was significantly correlated with Preference for Online Social Interaction ($r_s = .25^{**}$, $p = .002$), Mood Regulation ($r = .27^{**}$, $p = .001$), Self-Deficient Regulation ($r = .43^{**}$, $p = .044$), and Negative Consequences ($r_s = .25^{**}$, $p = .005$). Avoidance subscale was correlated with Preference for Online Social Interaction ($r_s = .18^*$, $p = .002$), Self-Deficient Regulation ($r = .32^{**}$, $p = <.001$), and Negative Consequences ($r_s = .25^{**}$, $p = .005$). The correlation between avoidance subscale and Mood Regulation was non-significant ($r = .14$, $p = .128$). There was a significant difference in Distress/Anxiety scores for females (M = 97.48, SD = 22.02) and males, M = 85.56, SD = 24.01; $t(140) = -2.12$, $p = .035$. No gender differences were found in Avoidance subscale, and in all GPIUS scores. Self-Deficient Regulation, which comprises cognitive preoccupation and compulsive Internet use, presents the stronger association with Distress/Anxiety in social interaction and performance. Females presented significantly higher Distress/Anxiety scores. Longitudinal studies are needed to inferring causality.

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P159. CHILDREN'S NEGATIVE AFFECT AS A COMMON GROUND FOR CONDUCT AND EMOTIONAL PROBLEMS: THE MODERATING ROLE OF PARENTAL PRACTICES

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The Differential Susceptibility Theory (DST) hypothesizes that there are some phenotypic factors (e.g. temperamental traits) that increase the child susceptibility to both negative and positive environmental conditions. Linked to this, and under the assumption that emotional and conduct problems in early childhood are closely related and tend to co-occur (Stone et al., 2015), recent research examines jointly the role of family and child individual variables to identify development similarities and differences between behavioral problems. Specifically, previous literature suggests that negative affect can be a central factor of difficult temperament, predisposing young children to parental practices influences to a greater extent, «for better and for worse» (Slagt et al., 2016, 2017). In this context, the present study was aimed at examining how punitive and positive parental practices contribute, in the same model, to the differentiation between emotional and conduct problems, starting from children's negative affect as a temperamental common basis. Data sample was extracted from the Longitudinal Study for a Healthy Childhood (ELISA Project, UNDERISK research group; N = 2476 children; age = 4-7 years), through parent-reported measures. With respect to statistical methodology, path analysis was conducted using Mplus 7. The results show that specific parental practices, in children with negative affect, contribute differentially to the determination of behavioral problems. In particular, the presence of punitive practices moderates the relationship between negative affect and emotional symptoms, but does not contribute to the explanation of conduct problems. On the other hand, positive parental practices play a buffer role only for conduct problems, acting as an unshared protective factor. These results are consistent with previous studies that assume the DST. Further investigations may focus on other psychosocial variables to explain more in detail the specific context which marks a differentiation between behavioral problems.

P160. EXTERNALIZING BEHAVIORS IN PRESCHOOL CHILDREN: IN THE SEARCH FOR POSSIBLE SHARED ORIGINS

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The heterogeneous group of externalizing problems includes a wide range of diverse manifestations that differ not only phenomenologically but allegedly in their nature. However, while being separable both theoretically and empirically, the co-occurrence of