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23rd International Conference on

Adolescent Medicine & Child Psychology

September 28-29, 2017 Berlin, Germany

Keynote Forum Day 1

Child Psychology 2017

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Anselme Sadiki

Children's Home Society of Idaho, USA

Changing the conversation about children and adolescent mental health and suicide prevention

Mental illness can be detected at an early age with appropriate diagnosis, but stigma, lack of access to care prevent any successful intervention and recovery. The United States and many other countries in the world are experiencing an unprecedented high suicide death rates associated with epidemic drug overdose and mental illnesses among children and adolescent youths. The incidents of deaths involving any type of opioid overdose increased by more than 300 percent between 1999 and 2015; according to the Centres for Disease Control, more than 52,000 Americans have died of an overdose in 2015 of which, 33,000 were related to opioids. That is one death every 10 minute. Adolescent children and people with mental health disorders are at a greater risk of drug abuse than the general population. There needs to be an integrated approach to help improve the outcomes for many of those experiencing both mental illnesses and substance abuse. There are many obstacles to overcome to improve mental health care for children, chief among them, the stigma associated with psychiatric illness and addiction. To change the conversation how we approach the mental illnesses and how we treat people with mental illnesses, we first must remove the stigma we attach to mental illnesses. Stigma creates barriers to treatment for mental illnesses, and it appears to be worse in rural areas than larger cities. Stigma leads to more suicides because people are embarrassed, ashamed, or discouraged by cultural norms to ask for help. The goal of this presentation is be to encourage a dialogue and awareness on how to deal with psychiatric illnesses and addiction – seeing the person and not the illness. Unless we change the conversation and openly talk about mental illnesses as root causes of high rate of suicide we are witnessing, we will continue to see children, adolescent, men and women, and elderly taking their own lives.

Biography

Anselme Sadiki is the Executive Director of Children's Home Society of Idaho that operates the Warm Springs Counselling Centre in Boise, Idaho. The centre provides mental and behavioural healthcare services to children. He holds his Master's degree in International Affairs from Columbia University and a Bachelor's degree in Social work from Idaho State University. Prior to joining the Children's Home, he has worked in various capacities with United Nations Development Programme for 12 years.

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Ada H Zohar

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Picky eating in young children and its relationship to child and maternal characteristics

Background: Picky eating is very common in children and usually transient. However in a minority of children it marks the beginning of a lifetime of eating difficulties and disordered eating. The goals of the current study were to characterise children whose picky eating was persistent and potentially troubling.

Methods: At baseline over 1000 children mean age 3.4 were ascertained and followed over three years. The children's eating habits, the mothers feeding practices, the mothers perfectionism and trait anxiety, the children's temperament, fearfulness, ritual behavior, executive function and behavioral problems were all assessed via maternal report.

Results: At baseline, 18.6% of the children were picky eaters, with an over-representation of eldest children. At follow-up a subgroup of these children, about a quarter of those identified at baseline as picky eaters were still picky. The more persistent picky eaters had a shyer and more negatively emotional temperament, more ritualistic behavior and childhood fears, and they had more anxious mothers who were also more perfectionistic, more authoritarian, and more invested in controlling and monitoring their children's eating.

Conclusions: It seems as if picky eating persists more in children with a more anxious and shy temperament, more anxious and perfectionistic mothers, who are authoritarian in imposing their authority. Interventions should target the maternal concern, and rigidity and help mothers take a more relaxed and playful attitude to feeding and eating.

Biography

Ada H Zohar completed her PhD at Hebrew University of Jerusalem, and a Post-Doctorate at Yale University School of Medicine. She is a faculty member at Ruppin Academic Center, where she headed the Clinical Psychology program and served as Dean of the School of Social and Community Sciences from 2009-2016. She is recently a Visiting Scientist at Washington University School of Medicine. She has published more than 70 papers in refereed journals and has been serving as an Editorial Board Member of *PeerJ*, as well as serving as an incidental Reviewer for many peer-reviewed journals and funding agencies.

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Huda N Shaaban

American University of Kuwait, Kuwait

Attention Deficit Hyperactivity Disorder: The recipe of success

ADHD is not a simple hyperactivity, nor a behavior disorder. It is a brain disorder that affects students' executive functions. Executive functions proved to have an enormous impact on memory, awareness of time, being organized, getting started and following direction. Would these skills be a better predictor of academic success than IQ scores? Are executive functions the new IQ? What are these skills that ensure school success and impact learning and behavior? How to recognize these skills? How do all these skills enable an individual to effectively create a goal, form a plan, and self-monitor through tasks? In this session, we'll try to identify how EF deficits are impacting ADHD students' ability to successfully use classroom learning and what are the accommodations and strategies teachers may use to enhance them.

Biography

Huda N Shaaban has completed her PhD in Educational Psychology with a specialization in Learning Disabilities. She has an intensive expertise in: Educational leadership, Learning Disabilities, Brain Based Learning, Dyslexia, ADHD, and Behavior Management. She has more than 22 years of experience in working with youngsters, youths and families. She served as an Educational Specialist, Program Coordinator, Educational Consultant, Researcher and Lecturer at Lebanese University as well as a School Director. She was assigned by the United Nations Development Program (UNDP) as an Expert Consultant in LD/ADHD to support the Kuwaiti Association for Learning Differences (KALD), during which she has planned and organized many national and international conferences, forums, training sessions, and initiated many public LD/ADHD awareness campaigns. Currently, she is the Assistant Director for the Disability Services at American University of Kuwait working directly with students in identifying accommodations resources and needs, to ensure them an equitable chance of success. She is a certified ADHD Coach for the International Coaching Federation (ICF) and is the founding member and President of the Learning Difficulties Professional Association in Kuwait (LDPA) that was founded on November 2002 in Kuwait.

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Zaininah Binti Mohd Zain

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Diamond in the rough

Introduction: Most of the time clinicians tend to focus on the biological aspects of treatment. However, there is usually more than that meets the eye. At times cases of child abuse or neglect may be missed unless we look at root issues.

Case Report: A case of 12 year old girl with school refusal, poor academic performance, disruptive behaviour, and frequent tantrums and gullible was presented. Psychosocial issues identified include disorganized attachment, neglected childhood, incapable parents and provider, intellectual disability with poor socio-economic status and poor family support.

Discussion: Due to complex interactions between the symptoms elicited and the surrounding psychosocial issues, immediate interventions became warranted. Between a father who was incapable to look after her and her lower intellectual functioning, making her gullible and vulnerable to exploitation by others, further complicated by her behaviour of running away from home put her at imminent risk of various potential harm. Utilization of external multiagency services, hospital admission is decided based on clinical evaluation and impending risk of harm to self; psychosocial evaluation, identifying appropriate psychosocial intervention, liaising with the relevant agency to activate child protection service.

Conclusion: A holistic management plan encompasses a bio-psychosocial approach which should utilize numerous services including allied health professionals, social welfare services, educationist and police.

Biography

A Public Health Consultant, she has been leading Hospital Kuala Lumpur (HKL), the largest public Hospital in Asia since 2006. HKL has 1,200 beds with 11,300 employees. She has demonstrate continuous growth, achievements, and impressive leadership in the management of complex activities within the healthcare industry. As a leader, she has solid business insight with the ability to ascertain and analyze needs, forecast goals, streamline operations, and envision new program concepts. Her excellent communication and interpersonal skills serve as the foundation to effectively network, collaborate, negotiate, and maintain positive partnerships with physicians, staff, external vendors and other organizations. She's proficient in managing diverse range of departments, professionals, and programs through a complete understanding of the healthcare arena and integrated networks, adept at setting, expecting, and achieving high standards of quality. Actively involved in Research and Psychology is the subject of her passion.

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Ebru Ozlem Albayrak

Ludens Psychotherapy Clinic, Turkey

Attachment-based framework in childhood anxiety disorders

In common to the development of anxiety problems, however, is an overgeneralization of predominantly hyper-activating stress-regulatory strategies developed in an individual's specific attachment relationship. The hallmarks of hyper-activation strategies in response to stress and anxiety states are a low threshold for activation of the attachment system, a low threshold for relative deactivation of brain areas involved in controlled, reflective social cognition, and mentalization as well as amygdala hyper reactivity resulting in neuro-endocrinological hyper responsivity. Studies in neuroscience indicate that development represents an experiential shaping of genetic potential and early experiences with the social environment are critical to the maturation of brain tissue. In parallel advances in developmental psychology and child psychiatry, attachment theory as a conception of the mother-infant relationship has become dominant model of human social emotional development available to researchers and clinicians. Updated models of attachment theory that emphasize both emotional and social functions and neurobiological structures now are interfacing with developmental neuroscience to generate a large body of interdisciplinary studies. Modern attachment/regulation theory explains how external developmental and therapeutic attachment experiences transformed into internal regulatory capacities. The scrutinized literature about neuroscience in terms of childhood anxiety disorders and modern attachment theory was collected from different sources including PubMed. Finally, this literature emphasizes the importance of considering an attachment-based framework in interventions for the treatment of childhood anxiety disorders in particular in identifying the attachment relationship as a key target of clinical work, alone or in addition to pharmacological or other treatment components.

Biography

Ebru Ozlem Albayrak has completed his PhD from Marmara University in Istanbul and Postdoctoral studies from Bakirköy Mental Training and Research Hospital in Istanbul. She is the Director of Ludens Psychiatry Clinic. She has published more than 10 papers in reputed journals especially on anxiety and mood disorders.

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