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Mexican elementary school 6-years-old children (N= 1500), from medium and low socioeconomic levels. It also identifies preferential playing games at home and at school, by boys and girls. Results of a questionnaire and the corresponding quantitative analysis are presented (SPSS, 12.0), showing favorite play places (at school, at home or outdoors), preferences and playing styles.

School failure in Mexican children: Effects of pre-academic and linguistic behavioral levels

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Several studies have proved that, adequate levels of preacademic and linguistic behaviors (Previous knowledge or entry cognitive behaviors) are necessary to avoid school failure. Our research had two phases. 1): 262 children from low socioeconomic status were assessed through behavioral tests to determine linguistic and preacademic skills level, and reading, writing, and math skills, at the beginning, in the middle and at the end of the first school year. Results show a narrow relationship between entry repertoires and level of developed academic skills, with academic problems related to preacademic and linguistic skills. 2): Ten such children were trained in linguistic and preacademic skills, with encouraging results in school achievement.

Treatment of school failure with a program of discipline in the classroom

Vidal Lucena, Margarita Dept. de Investigación, Instituto Calasanz Educación, Madrid, Spain School failure has been related to problems of conduct, among other causes. In this paper we present the first results of a program of discipline in the classroom, that has been designed on the basis of several pilot studies carried on in a Spanish school. This program is based on cognitive theory; it introduces explicit, simple, contextualized rules, according to a series of sequenced levels at school. The goal is to reduce the incidence of factors that are directly related to school failure, by introducing rules of behaviour that decrease the time of conflict and increase instructional time.

Treatment of school failure with behavioral techniques

Galindo, Edgar Dept. of Psychology, Universidade Lusofona, Lisboa, Portugal School failure, a main problem in Portugal (<http://www.min-edu.pt>), is due to many factors, including psychosocial deficiencies. Behavioral procedures have been widely applied to help deficient persons, like Galindo (1999, 2001) with children in Latin-American slums. This experience is here applied in Portugal to 6- 12 years old children, failing school because of family problems or social exclusion (poverty or ethnic minority). First, a quasi-experimental study (Multiple Baseline) was carried out, with 8 children. Results are evaluated in terms of % of attained objectives, time, and school satisfaction. Procedures were later applied to 20 children.

Treatment of school failure in Portuguese children: Case studies

Marcelino, Lilia Dept. of Psychology, Universidade Lusofona, Lisboa, Portugal **Galindo, Edgar** Dept. of Psychology, Universidade Lusofona, Lisboa, Portugal Selected case studies of 6-12 year old children living in Lisbon slums, participating in the project "Treatment of school failure with behavioral techniques" are presented. Behavioral diagnostic

and treatment procedures were designed according to teachers' aims and consistent with the particular social and/or learning problems of each child. Causes of failure are multiple: family instability, child neglect, lack of Portuguese language (immigrants) or social skills. Results are evaluated by % of attained behavioral objectives, time of training and degree of school/family satisfaction. In most cases, treatment was successful. Nevertheless, remarkable differences were found between objective criteria and the degree of satisfaction.

School failure in Angola, Mozambique and Cape Verde: A project for Africa

Guerra Marques, Sónia Dept. of Psychology, Universidade Lusofona, Lisboa, Portugal **Sardinha, Erika Dada, Catia** Dept. of Psychology, Universidade Lusofona, Lisboa, Portugal **Centeio, Denise** Dept. of Psychology, Universidade Lusofona, Lisboa, Portugal African students participating in the project "Treatment of school failure with behavioral techniques" analyze the problem in their countries, where it is associated with mental, sensorial, motor or psychosocial deficiencies and the consequences of war. Percentages of primary school repeaters and survival rate to grade 5 are respectively 10% - 62 % in Mozambique, 15% -93% in Cape Verde and 29%-(unknown) in Angola, a country where additionally about 1,5 million children live in difficult conditions (3,000 on the streets) and 750,000 (310,784 in Mozambique) suffer deficiencies, mostly without attention. A project is presented, which includes a "Training Center for Children at Risk" managed by parents and depending from the local University, whose students apply behavioral techniques.

S-221: Dementia therapy: What can psychology contribute?

Gabriele Wilz, Katja Werheid (chair)

Due to the raising prevalence of dementia worldwide, there is a pressing need to develop supportive intervention strategies for patients affected by dementing disorders and their caregivers. However, research on clinical application and efficacy of psychological interventions in these populations is scarce. The present symposium gathers evidence on a variety of psychological treatments for patients with dementia as well as caregivers, ranging from psychotherapy to focused psychological and social interventions. Scientists from different European countries will present latest evidence on the evaluation of psychological treatments and discuss future developments in this area.

Description and outcomes of a psychological and occupational therapy intervention for dementia family caregivers

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Preliminary results of a multicomponent and interdisciplinary (cognitive-behaviour-therapy and occupational-therapy) intervention for dementia caregivers are presented. Caregivers were randomly assigned to an intervention condition (n = 40) or a control condition (n = 50), and blind interviews were conducted. The results show a significant reduction from pre-intervention to post-intervention of depression (p < .01), anxiety (p < .05) and

dysfunctional thoughts (p < .01), and a significant increase in pleasurable activities (p < .01) and satisfaction with these activities (p < .01) in those caregivers that participated in the intervention condition. These changes were not significant in the control group.

Evaluation of health effects of assisted vacations for persons with dementia and their spouses

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Objective: An evaluation of assisted vacations for persons with dementia and their caregivers was conducted for the first time in caregiving research. Method: A quasi-experimental, 2-group design with two measuring times was used to examine whether assisted vacations lead to a reduction in physical complaints and depression in family caregivers (N=29). Results: The overall emotional and physical state of the participants in the intervention group showed significant improvements in comparison with the control group three months after the first interview. Conclusions: Assisted vacations can be seen as a way of diminishing the risk of stress disorders for family caregivers.

Dyadic exchange and well-being in couples with one spouse suffering from dementia

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Objective: Dementia prevalence increases due to growing life expectancy. Equity and a balanced exchange predict relationship quality and well-being. In couples with dementia, equity should be impaired by a modified dyadic exchange. Method: Thirty couples (N=60) with a demented husband participated in the study. Social exchange, equity, and well-being are assessed longitudinally. Objective and subjective methods are combined to analyse dyadic processes. Results: Caregiving wives experience more depression and inequity, and lower satisfaction with life than their husbands. Despite their impairment, the demented subjects participated actively. Conclusions: Relations between exchange, well-being, and health decline comprise essential information for couple interventions.

Evaluation of a cognitive behavioural group intervention program for caregivers

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Objectives: The effect of a cognitive behavioural group program was examined in caregivers of dementia patients. Methods: The participants were 71 caregivers who were assigned to either a group receiving treatment or a group receiving usual care (control group). We measured caregivers' resources, body complaints, and depressive symptoms. MANOVAs allowed for examination of short-term effects of the intervention. Results: Caregivers who attended the intervention report a raised awareness and understanding of the illness. The participation at the intervention program was significantly associated with in changes body complaints. Conclusions: The findings confirm the importance of interventions for caregivers of dementia patients.

Effective factors in psychosocial interventions in dementia care

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Many psychosocial interventions in dementia care have been developed over the last decades. Meta-analyses provide evidence on effectiveness of some interventions. No single intervention can address the complexity of needs of dementia patients and their carers. Factors that contribute to effectiveness