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### Editorial

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### ABSTRACT

We arrive at last number of 2019, and I introduce the topics of the number 3, vol 1. The focus of this scientific journal concerns fields of clinical psychology and health in the life cycle.

The issue concerns the acquisition of knowledge on methods and techniques of clinical and developmental psychology, with particular reference to childhood and school learning contexts with gifted child, to the parent-child educational relationship, the burden of the caregiver with children with mental illness, emotional dysregulation in the most widespread clinical area of mental health, such as addiction.

The value of this number lies in the importance of update of research, in the psychological fields of the life cycle, in clinical and hospital settings, and institutions of care which contribute to the processes of humanization of public services.

Keywords: *Education; Parenting; Assessment; Teacher; Parents screening; Life span*

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The clinical attention of this issue, lies in-depth analysis about theoretical models, and etiopathogenetic processes. This allow to understand functioning of individual, and his parents, in the psychodiagnostic assessment. This diagnostic phase is relevant for a clinician, in relation to taking care of the patient in the life cycle, and to therapeutic models connected to the methodologies necessary for the planning of therapeutic interventions in different care contexts.

For example, a clinical study, entitled *Anxiety and depression in addiction: investigation at a Ser.D center*, the Authors Eleonora Belfiore, Francesco Calarco, Elena Cricrì and Beatrice Leonello, points out how drug addiction, which is diagnosed as behavioral disorders, they have neurobiological mechanisms, dysregulation of affects, which still need clinical attention, for the spread of the phenomenon, and the relevance of the psychopathological overlap of the double diagnosis.

In particular, the issue allows a deepening about conditions of hyperdotation in childhood as high-potential children in the current Italian context. In paper “*Italian Standardization of teacher and parent screenings for Identifying Gifted and Talented Children aged from 6 to 13*” the Author Rosa Angela Fabio, writes about the importance of a correct and specific measurement of skills and abilities. This opens up a reflection on educational political necessity, focused on investing in the potential of the individual, but also on correct psychodiagnosis.

However, is to be taken in consideration that intellectual over excitability, and arousal emotional bring risks connected to development of difficulties in learning ability, awkwardness, and underachievement with risk of drop out, this situation could be increase frustration, behavior problems, and general malaise at school.

The psychological well-being of an gifted child is important, it is open up to necessity of correct instruments of intellectual measurements, but also the study of causal relationship between giftedness and vulnerability is connected to problems of adaptation with respect to nongifted peers.

The most important topic for the clinic is the relationship in educational and family contexts.

In fact the Authors Maria Cristina Gugliandolo, Sebastiano Costa, Francesca Cuzzocrea, Rosalba Larcian in “*Parenting styles and Psychological control: similarities and differences between mothers and fathers of school-age children*” to describe the relation between parental anxiety and parenting dimensions, assuming differences according the parental gender. In particular to appear differences between fathers and mothers, in authoritarian style and psychological control.

The relationship between parents and children get complicated in health contexts, where the burden is placed on a parent-caregiver with children with sever mental and cognitive disabilities. In a study of Angela Saccà, Francesca Cavallini, Maria Clara Cavallini intitled “*Parents of Children with Autism Spectrum Disorder: a systematic review*”, the authors pay attention on how in the popular

conceptions of parents tend to exclude considerations of mental illness; however the condition of continuous contact and treatment of serious disabilities increases the risk of vulnerability in the parent, which needs adequate psychological attention.

In this situation the parent-training program is necessary because increase parental knowledge of behavioral strategies, and to improve parental self-efficacy.

The focus shifts from diagnosis to treatment, in the paper “*The Effect of Gardener Therapists on Behavioral Problems in Slow-Step Students*”, by Authors Elahe Ahangari, Mohammad Tahan, on the importance of alternative therapies in innovative clinical settings.

This type of treatment in the literature reduces the problem behaviors connected to hyperactivity, stereotypy and aggressiveness, as in the case i.e. of oppositional-provocative characteristics and social skill training, as well as autonomy.

Findings and update on the literature data, in this issue, on parenting styles, parents of child with autism, gifted child, and double diagnosis in addiction disorders, may have public health and clinical implications, through information dissemination to clinicians and researchers also parents and public health professions on assessment and treatment.