

Multidisciplinary Anamneses and Diagnosis



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Evaluate the anamnesis and diagnosis information. Preparing the prognosis and intervention plan in anticipation of a future crisis situation

Describe differences between normal puberty and derogations

The history/report and diagnoses provide a complete profile of the minor, nonetheless, this profile translates itself in daily life as a set of behaviours, and as a set of symptoms from possible mental and physical diseases.

(Source: Herbert, M., (1994) Psychological issues in Adolescence, Greek version, Athens.)

The specificities of adolescence

Childhood identity



Beginning/middle of adolescence (experimental period in order to take final decisions)



End of adolescence/ beginning of adulthood:
adoption of a sense of identity

(Source: Herbert, M., (1994) Psychological issues in Adolescence, Greek version, Athens.)

Pathological development in adolescence (I)

- Defensive behaviour/ Tendencies to run away



- Imitation of a slave or submission to a leader or a team
- Rebel, abandoning school, delinquent behaviour, criminal behaviour, bullying
- Drugs/alcohol, substance abuse



- Early social maturity. Compulsion with social relations (i.e. early marriage, early sexual relations)

(Source: Herbert, M., (1994) Psychological issues in Adolescence, Greek version, Athens.)

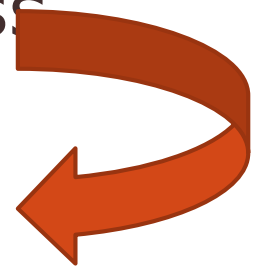
Pathological development in adolescence (II)

Depression



Drugs/alcohol, substance abuse
Confusion of identity, indifference
Low self-esteem/feeling of emptiness

Attempt/successful suicide



(Source: Herbert, M., (1994) Psychological issues in Adolescence, Greek version, Athens.)

Defensive mechanisms

- Emotional isolation
- Flight (refusal of reality)
- Daydreaming
- Rationalisation
- Projection
- Transfer/ transposition

(Source: Herbert, M., (1994) Psychological issues in Adolescence, Greek version, Athens.)

Symptoms resulting from psychological trauma (I)

CIM-10

- Suspicion and hostile attitude towards the world and people
- Social alienation, isolation
- Feelings of "emptiness" and absence of hope - The person feels constantly at risk and threatened
- Severance from the social network, feeling that "*nothing touches me, nothing interests me*"

(Sources:

Jehel, L., Lopez, G. (dir). (2006). *Psycho-traumatologie*, Dunod, Paris.

Lopez, G., Tzitzis, S. (dir). (2007). *Dictionnaire des sciences criminelles*, Paris, Dalloz.)

Symptoms resulting from the psychological trauma (II)

DSM - PTSD (symptoms)

- Intrusions
- Avoiding
- Neuro-vegetative troubles
- Intrusion syndrome
- Symptoms related to the trauma

(Sources:

Jehel, L., Lopez, G. (dir). (2006). *Psycho-traumatologie*, Dunod, Paris.

Lopez, G., Tzitzis, S. (dir). (2007). *Dictionnaire des sciences criminelles*, Paris, Dalloz.)

Types of Trauma – Differences (I)

Single (one traumatised experience)

- Resulting PTBS

(Sources:

Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.

Jehel, L., Lopez, G. (dir). (2006). *Psycho-traumatologie*, Dunod, Paris.)

Types of Trauma – Differences (II)

Multiple (multiple or repetitive traumatised experiences).
Resulting symptoms as:

- Explosion of anger and rage
- Nutritional problems (bulimia, anorexia)
- Suicidal tendencies
- *Passage à l'acte*
- Delinquent behaviors (stealing etc)
- Use of alcohol and other drugs
- Self-harming (cuts, wounds, etc.)
- Hyper-sexualised behaviour with constant change of partners when there has been sexual abuse
- Various forms of prostitution with adult charm being an important element, also offering in exchange/as a reward the use of one's body

(Sources:

Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.

Jehel, L., Lopez, G. (dir). (2006). *Psycho-traumatologie*, Dunod, Paris.)

Types of Trauma – Differences (III)

- Behaviour of absolute passivity
- Maintaining a relationship of dependency with the perpetrator (strong willingness to be with him and to obey to him)
- Lack of autonomy and initiative
- Physical pain and medical problems (headaches, stomachaches, etc.)

(Sources:

Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.

Jehel, L., Lopez, G. (dir). (2006). *Psycho-traumatologie*, Dunod, Paris.)

The use of physical and/or psychological violence against one or more minors from one or several minors

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

Evaluate the relevant elements indicative of a future crisis situation

- Scientific team
- Care givers team

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

- Discussions
- Encouragement
- Isolation
- Reward - deprivation
- Handling and solving conflicts – mediating
- Studying and learning the specific cultural characteristics of the minor
- Psychotherapy
- Psychiatric therapy
- Medical
- Teachers' help

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

In the case of minors who have experienced one or more traumatic events

- Personification of the welcome and meetings with the minor
- Strengthen confidence, reconnection
- Ensuring care
- Ensuring protection from the external environment

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

What elements are relevant for a future crisis situation (I)

- The period of arrival at the institution: the first days are tough
- The minor's behaviour:
 - Non-verbal (introverted, unwilling to communicate with the surrounding environment)
 - Aggressive (unwilling to cooperate and in opposition)
 - Destructive (destroying objects and other things)
 - Dangerous (self-harming, harming others)
 - Suicidal or homicidal (suicidal ideas, murderous tendencies directed against other people or animals)

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

What elements are relevant for a future crisis situation (II)

- Abuse of the child, physical and/or sexual
- Aggressive/violent family environment
- Low educational level of parents
- Poor performance at school/ low IQ
- Maintaining relations with dangerous friendly environment

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

What elements are relevant for a future crisis situation (III)

- Arrests for minor infringements (i.e. thefts) and/or attacks, aggressive behavior
- Suicide attempt(s)
- Diseases requiring long-term treatment
- Previous use of illicit psychoactive substances

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)

What elements are relevant for a future crisis situation (IV)

- Victim of trafficking (trafficking and smuggling, modern slavery)
- Special cultural environment, speaking a different language from the usual
- Changes in his/her life

(Source: Tsiantis, G., Manolopoulos, S. (1994). *Contemporary children psychiatry*. Athens, Kastaniotis editions.)