

# MAIN REPORTS



doc. PhDr. Michal Čerešník, PhD.

## Family relationships and risky behavior in adolescence

The lecture will focus on the family – known and less known information, about how it works and how it doesn't work. It will be defined as one of the key factors that affects the mental health of an individual and its setting practically throughout life. Attention will also be paid to the multifactorial concept of psychological deprivation and some consequences of psychological deprivation, especially in the area of adolescent risky behavior. The results of some researches that have been carried out over the past 10 years in Slovakia and the Czech Republic will also be presented.

### Medallion of the author:



Doc. Michal Čerešník works at the Pan-European University in Bratislava, at the Faculty of Psychology, as an associate professor and researcher. He is a member of the Academic Senate, the Scientific Council and the Faculty Council of the university. He also runs a psychological counseling center, including the coordination of support for students with specific educational needs. All job titles are related to specialization in Counseling, pedagogical and school psychology. He is the author and co-author of more than a hundred publications, including three original diagnostic tools. He is currently focusing on the problem of adolescent risky behavior and the influence of the family environment on the psyche of children and youth.



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**MUDr. PhDr. Miroslav Orel, Ph.D.**

## **Risk behavior and primary prevention in the context of the formation and changes of brain structures**

### **Subtopic of contribution:**

- the relationship of structure and function of brain structures to risky behavior
- developmental aspect of the formation of neuronal networks of the brain
- the importance and effective primary prevention in the context of developmental aspects of the brain

### **Annotation:**

We have known for a long time that the human psyche, including experiences and behavior (including risky ones), is inextricably linked to the brain, its structure and activity. For this most complex organ of the human body, the structure and function of the brain are closely interconnected and influence each other. Although the basis of the formation of neuronal networks of the brain is given genetically, it is true that we do not have enough genes to create the structure of the adult brain – stimuli, patterns, activities, as well as the wider context of circumstances, place and time always play an unquestionable importance. During the development of the brain, there is a period of development and a period of pruning (pruning) of projections and synaptic connections. At the same time, the mirror neuron system and the dopamine reward system play a huge role – it is these systems that are significantly involved in the area of risky behavior (as well as its prevention). For effective programs of primary prevention, the importance of neuronal networks of the brain as such, the temporal and developmental point of view, and a certain sequence of partial steps corresponding to brain maturation cannot



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be overlooked. In this context, it is not indifferent how, when or by whom and to whom primary prevention programs are intended. Neuroscience findings in the area of brain development and maturation can thus significantly contribute to the effectiveness of preventive programs.



#### **Medallion of the author:**

Dr. Miroslav Orel studied general medicine and single-discipline psychology at the Faculty of Medicine and the Faculty of Medicine of the University of Olomouc in Olomouc. He completed a large number of training and educational programs in the field of psychology, including comprehensive psychotherapeutic and supervisory training. He worked at the Department of Physiology of the Faculty of Medicine of the University of Olomouc in Olomouc, at the Clinic of Neurology and Psychiatry of the Olomouc National University of Applied Sciences, at the Regional Pedagogical-Psychological Counseling Center and ZDVPP Zlín. He has been working for a long time at the Department of Psychology at the University of Applied Sciences in Olomouc, where he teaches subjects on the border between psychology and medicine. He is engaged in lecturing, supervision, counseling psychology and psychotherapy. Among other things, he is interested in a comprehensive approach. He is the author of several publications in Grada Publishing, Portal, UP Olomouc.



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**Margrét Sigmarsdóttir, Ph.D.**

## **Preventing and treating children's adjustment problems with evidence-based techniques: Practical ways to work with parents, children and schools**

### **Abstract:**

It is widely recognized that it is important to prevent and treat children's adjustment problems by using evidence-based techniques and it has been shown to be most beneficial to work with both parents and schools to promote child well-being. The externalized problems of children have shown to be the principal source for referrals to specialist services in municipalities, indicating a special need to deal with those problems systematically and effectively. In this presentation I will shortly look at children's externalized problems and describe how they look like and the main reasons for its origin. The focus will then be on telling and showing participants the evidence-based techniques and programs, meant to strengthen parenting practices and the school personnel pedagogical skills. Those skills are of importance to prevent and reduce children's adaptation problems.

### **About author:**



Margrét Sigmarsdóttir (margr@hi.is) is a psychologist and a certified clinical child psychology specialist, and associate professor at the University of Iceland, School of Education. Spending about 20 years nationally and internationally as a Scientific Psychological and Clinical Director and implementor of Evidence Based Practice gave me relevant expertise and skills to carry out different research and implementation projects. Those projects are now influencing in the field, especially when it comes to systematic work with parents and schools in a way to influence the well-being of children, parents, and teacher. My most influencing work is being a pioneer in Iceland in implementing the evidence-based intervention Parent Management Training – Oregon model/PMTO and the Positive Behavioral Interventions and Supports (PBIS), an evidence-based three-tiered intervention for schools.



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