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BIOGRAPHY

Odeda Peled specializes in developmental neuropsychology and rehabilitation. She heads the center for integrative therapy treating children with a wide array of developmental, neurological and genetic disorders. She also guides practitioners and therapists in the integrative approach, incorporating different ways of treatment depending on the child's profile and environmental variables. She is a Board Member and Vice President for the Israeli Play Therapy Association. She is the Lecturer at colleges and training programs for professionals in fields of expertise.

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WALKING ON A TIGHT ROPE-THE EFFECTS OF LACK OF REGULATION ON THE DEVELOPMENT OF SPD CHILDREN: HELPING THE CHILDREN FINDS THE BALANCE POINT

The main aim is to study the neuropsychological model for understanding the regulation disturbances in the interface between brain dynamics and its functional manifestations. This model can serve as a basis for designing a preventive rehabilitative setup. The SPD children's world view dictates an atypical interpretation of situations, with adverse effects on their ability to create internal and external harmony. The child is in a continuous state of emergency, which interferes with his information processing and restricts his availability to deal with daily tasks. Too much energy is drained into search for internal balance in the face of a threat to survival, continuous state of psycho-physiological anxiety. Even after some degree of sensory adaptation and compensatory processes have been developed, the experience of accumulating failure, the inhibitions created are still there. Risks of secondary future varied complex emotional disturbance are prevalent. The road of life is a multi-layered, integrative model he developed for working with such cases. It involves the child's natural environments and promotes a lifestyle in which the child regains control over his life. It inter-relates insight, emotion regulation and adaptive behavior codes. The child learns to profit from supportive environmental clues, to understand his own confusing sensations. During the weekly session we devote much time for playing-the play of life. We learn to play and get nourished by the conjoint play. Play, the child's language, enables on to connect to the child's inner experience while at the same time reflects his coping patterns, communicative codes, cognitive style and strategies. The play is a learning space that makes it possible to reveal the person behind the syndrome. Such multidimensional perspective requires of the therapist total listening, being there with and for the child. Timing is very important in the therapist's moves. Generalization is effected in target programs in the child's natural environments.