

Editorial

Dear readers,

The journal *Psychology: Theory and Practice* presents its third issue of 2017. We present national and international productions in the five sections of the journal, contemplating the geographic and thematic diversity of Psychology. Classified as A2 extract in Psychology at the 'Qualis' evaluation of Brazilian journals conducted by the Coordination for the Improvement of Higher Education Personnel (known in Brazil by the Portuguese acronym CAPES), referring to the quadrennium 2013-2016, the journal *Psychology: Theory and Practice* keeps going towards internationalization, with bilingual publication in great part of its articles. Therefore, it manifests itself as an relevant scientific disclosure tool in the field.

In this issue, the "Clinical Psychology" section presents four articles. In "Screening of cognitive impairments among children with ASD: a pilot study", the authors Letícia S. Tomazoli, Thaís H. F. Santos, Cibelle A. H. Amato, Fernanda D. M. Fernandes, and Daniela R. Molini-Avejonas, from the University of São Paulo and the Mackenzie Presbyterian University, verify the efficiency of the Ages & Stages Questionnaires (ASQ) in tracking back cognitive alterations in ADHD children. The questionnaire showed to be efficient to identify children with cognitive issues. Therefore, the article contributes to the ADHD studies.

In the second article, "Cognitive-Behavioral Intervention in a Anxiety Group: primary care result evaluation", Keila M. Pedrosa, Gleiber Couto, and Roselma Luchesse, from the Catalan Higher Education Center, the Federal University of Goiás, and the University of São Paulo, evaluated the efficiency of a therapeutic group, based upon Cognitive-Behavioral Therapy, on attending women with anxiety disorder. After the intervention, it was possible to observe a positive reliable change in most participants, suggesting that the therapeutic intervention, based on this approach, could be a useful resource in the awareness of mental health as primary issue.

The authors Máira B. Sei and Isabel C. Gomes, from the University of São Paulo, in their article "Characterization of the clientele that seeks the psychoanalytical psychotherapy of couples and families", studied the clientele who has sought the psychoanalytical psychotherapy of couples and families in a Psychology school-service. Results described specific sample characteristics, in terms of familiar composition, income, religion, search for other medical treatments, route of forwarding, and complaints presented by couples and families. Facing the shortage of general services

and researches on this subject in Brazil, it is relevant to know the characteristics of the public who seeks for it to contribute to the enhancement of services of the kind.

In the fourth article of the "Clinical Psychology" section, "Transcultural adaptation of the 'Everybody's Different' program to self-esteem promotion among adolescents: Translation process to Brazilian Portuguese", Gabriela S. X. Moreira, Carmem B. Neufeld, and Sebastião S. Almeida, from the University of São Paulo, performed the cross-cultural adaptation of the "Everybody's Different" program to Brazil. The program is applied in teenagers aged between 10 and 14 years to promote self-esteem and a positive body image acquisition. The article describes the steps followed by the authors, considering international recommendations to instruments adaptation. As a result, the program "Everybody's Different" finds itself available to be evaluated and applied on the Brazilian population.

The "Social Psychology" section brings one article titled "Social participation and subjectivity: youth experiences in a vulnerable community". Written by Danilo M. Anhas and Carlos R. C. Silva, from the Federal University of São Paulo, the article aimed at analyzing the influence of psychosocial factors on the construction and fortification of social participation processes among teens living in the Fisherman's Village, in Cubatão, São Paulo, Brazil. The results pointed out the teenager's difficulties in living in a highly vulnerable community, but it also reveals the coping mechanisms used.

Five articles compose the "Psychological Assessment" section. In "Evidence of validity for measurement of learning styles", Katya L. Oliveira, Acácia A. A. Santos, and Fabio A. P. Scacchetti, from the State University of Londrina, the University of São Francisco, and the Federal Technology University of Paraná, searched for evidences of validation to a learning styles scale. The factorial analysis suggested the structure of three factors: personal and activity conditions, environmental conditions, and social conditions. The students evaluated were more oriented by the styles of personal conditions and conditions of the activity. The study therefore contributed to the understanding of the characteristics of the scale, relevant to enable the identification of students' learning styles.

In "Psychological assessment of videogame, board, and live players: personality, reasoning, and emotional perception", Fabiano K. Miguel, Lucas F. Carvalho, and Thainã E. S. Dionísio, from the State University of Londrina and the University of São Francisco, investigated the relation between preference for games and psychological characteristics, namely abstract and verbal reasoning, perception of emotions and pathological personality traits. There were significative correlations between various measures. The importance given for being a game user was predicted, in general, by three personality traits: Grandiosity, Critical Avoidance, and Impulsiveness. There were tendencies of association between psychological characteristics and preference for games. The authors conclude that there seems to be a profile of people with a high tendency to play, a relevant result for future research.

In the third article titled "Initial literacy process: influence of phonemic awareness and teaching method", authors Dalva M. A. Godoy, Ângela M. Pinheiro and Sylvia A. C. Defior, from the State University of Santa Catarina, the Federal University of Minas Gerais, and the University of Granada, investigated the importance of two literacy methods for the writing and reading learning process and for the phonemic awareness development. Results revealed that the phonemic awareness was a strong predictor of reading and writing. It was also verified that the ability to read words was reached rapidly in both methods, but the learning of writing was positively influenced by the phonic method.

The article "Memory knowledge and memory self-efficacy in adults: relations with social and educational indicators", written by Camila S. Miná, Maxciel Zortea, Jaqueline C. Rodrigues, and Jerusa F. Salles, from the Federal University of Rio Grande do Sul and from the Clinical Hospital of Porto Alegre, compared the knowledge and the self-efficacy memory (metamemory) in two different schooling groups, as well as investigated the metamemory relation with socioeconomic level, and reading and writing habits frequency. Adults with complete higher education reported greater perception of control, greater knowledge, and use of memory strategies compared to the other group. The higher the socioeconomic level and the frequency of reading and writing habits, the greater the knowledge of memory strategies, and the control of mnemonic abilities. The results have important implications for adult intellectual activities.

The fifth article in the "Psychological Assessment" section "Emotional indicators in human figure drawing: investigating evidence of validity", was written by Ingrid P. Comparini, Solange M. Wechsler, and Wagner L. Machado, from the Pontifical Catholic University of Campinas. In the study, the authors investigated evidence of validity by external criteria for HFD as an instrument for the emotional evaluation of children. According to the results, the validity of HFD was not observed as a measure of emotional problems, taking as an external criterion the YSR – Youth Self Report, suggesting the need for further studies on the subject.

In the "Human Development" section, two articles are presented. Authors Bruno S. F. Oliveira and Francis R. R. Justi, from the Federal University of Juiz de Fora, wrote the article "The contribution of morphological awareness to reading in Brazilian". According to hierarchical regression analysis, morphological awareness contributed to reading in the 4th and 5th years, while phonological awareness contributed in every year. The authors reiterate the importance of the stimulation of morphological and phonological awareness during literacy.

In "Chronological description of south Brazilian adolescents romantic behaviors", Bárbara Barth, Adriana Wagner, and Daniela C. Levandowski, from the Pontifical Catholic University of Campinas, aimed at identifying a possible chronology about the age of onset of the various amorous manifestations of adolescents. The authors verified that, on average, adolescents with 10-11 years of age began the romantic

interest and, at 14-15 years, the realization of a loving relationship, with significant differences in the ages of onset according to sex gender. They discuss the importance of understanding the love manifestations of adolescents and the need to broaden the studies including qualitative analysis and the perspective of other subjects.

The section "Psychology and Education" presents the article "Training actions impact on the use of technologies in teaching practices", written by Lucicleide A. S. Alves, Benedito R. Santos, and Lêda G. F. Correio, from the Federal University of Juiz de Fora. The authors made a systematic review on the impact, effects, and challenges of teacher training actions in the use of technologies. The review revealed limited results of such actions, with gaps regarding the use of technology in the pedagogical scope. The authors suggest the need for further studies and other actions that encourage the effective use of information and communication technologies by teachers.

We thank the authors, reviewers, section editors and everyone else involved in the editorial process and wish everyone a pleasant and profitable reading!

Alessandra Gotuzo Seabra
Editor