✓ Claiming and accepting one’s own body as it is, as well as personal competences and abilities, also reconciling this acceptance with the admission of the possibility of change. Regardless of whether weight is lost, it is about learning to live with overweight and obesity, based on a questioning of the social demands of thinness.

✓ Focusing the attention of professionals and dedicating time and effort to the often neglected goal of first achieving a personal decision and commitment to change. This objective is a priority, especially at the beginning of the process, and a constant reference throughout it. Achieving this commitment to a personal decision of quality involves the professional adopting a strategy of validation towards the frequent (and legitimate) ambivalences, doubts and fears of the user.

✓ This personal decision and commitment are based on the identification of what constitutes life objectives that are valuable to the individual, from which (and not from external impositions, however well-intentioned) the foundation, direction and persistence of the process of change are formed. The process of professional help, therefore, includes an inquiry into one’s own values, about where one wishes to guide one’s life, and a process of promoting personal decision-making. It is certainly a complex process. The construction of this personal decision and the set of processes that see it through to the end is not something that is achieved merely, as is usually the aim, with well-intentioned information and warnings.

✓ Monitoring one’s language and, in particular, rethinking certain verbal rules. Language has an important role in decision-making processes, and certain verbal rules (such as the “all or nothing” approach or the substitution of “I really fancy it” for “I need it”) have to be questioned.

I leave till the end the reference to two issues dealt with in the book that could be considered secondary or complementary. They appear at the beginning and at the end of the book (Chapters 1 and 7, respectively), but without them the problem at hand cannot be fully understood. Chapter 1 presents the magnitude of the phenomenon of overweight and explains it from an evolutionary perspective in the context of the drastic change in the living conditions of mankind in terms of the availability of food and the physical effort necessary to obtain it. This change began only a few thousand years ago, with the invention of agriculture in the Neolithic period, and has intensified tremendously in recent decades, at least in the developed world. Let us think, without going too far back, of the spectacular increase in the proportion of overweight people in the last 50 years in our country, a phenomenon that is difficult to understand without reference to the changes in living conditions in the same period. Beyond the sterile view of obesity as a “disease” or the easy attribution of its causes to genetic factors, an evolutionary and contextual vision is imposed both from a population perspective and an individual perspective. Chapter 7, which concludes the book, is a masterly synthesis to which one can turn in order to understand in some detail the biological processes involved in energy balance and, therefore, overweight.

I cannot resist one final reflection on the role and attitude of psychologists in all this. The problem of overweight is approached almost exclusively by professionals in medicine and nursing, whose most frequent opinion can be summarized in the idea that “psychological aspects” or “emotions” are “very important” in these processes and, therefore, must be “taken into account”. In any case, the intervention of the psychologist is aimed at peripheral or complementary aspects of the problem, which can be specified in one or two sessions of the program that deal specifically with these “psychological” issues (defined in an ambiguous and interpretable way, depending on the professional working on the case) while the core aspects of the problem, i.e., what is truly important, are of another type and it is the task of other professionals to deal with them. Unfortunately, numerous psychologists seem to identify and feel comfortable with this approach. It is a merit of this book, written by psychologists, that it reminds us that the origin of overweight has its explanation in certain behaviors, and that psychology is precisely the science that deals with unraveling the mysteries of behavior and indicating the strategies for its modification.

### EMOTIONAL EDUCATION WITH AND WITHOUT ADHD

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Emotional education emerged in the 1990s and has progressively acquired the relevance it deserves. Emotional education, as a differentiated construct, makes sense because of the important role that emotions play in the positive development and integral well-being of people and their impact on society as a whole. Within the progressive interest aroused by this topic, a great number of publications have been generated, most of the published works are destined to promote the implementation of interventions that encourage emotional education in academic environments, however, although there is a well-known need for co-education that involves both the family and the school, and a need for instructions in this regard for both groups, there are few publications that promote emotional education in the family environment, and even fewer that provide care focused on diversity.

In this context the publisher EOS has recently published the book “Emotional Education with and without ADHD” by Mar Gallego Matellán. The title announces the contents of the book: emotional education is necessary for people with and without ADHD and it offers us emotional education guidelines that are equally applicable to people who do not have ADHD. Although the book is based on ADHD (Attention Deficit Hyperactivity Disorder), a neurodevelopmental disorder of high prevalence in the child and adolescent population that has received special attention from the international scientific community resulting in numerous publications, this paper addresses emotional education as a priority with abundant proposals for its practice, thus giving a response to the problems of emotional regulation that are manifested in the population with ADHD and in other groups that present similar symptoms.

The book begins by delving into the notion of emotional education and the importance of the acquisition of emotional abilities for the development of adapted behavior with which to perform satisfactorily in situations of social interaction. It also speaks of a “bidirectional relationship” that reveals the influence of the environment on the dysfunctional manifestations of ADHD and, therefore, on the ability of the context to cushion them. It goes on to expose the characteristics of children from a developmental perspective, ranging from childhood to adolescence, framed in different school itineraries, taking into account not only the salient features that accompany ADHD at each stage of the life cycle, but also the peculiarities that accompany all children in general, regardless of their condition. The goal is “that parents do not see all the behaviors of the child as pathological due to the fact that they have ADHD.” Mar Gallego exposes the needs of the child, among which, in addition to the basic needs that accompany any human being,
she defends the respect that children deserve, a respect that is often not properly considered by adults. She also makes particular reference to children’s right to play, which has little presence in their tight schedules, claiming this right to play not as fun but as an essential tool of socialization in childhood, highlighting its inestimable contribution to the optimum development of the individual. The author mentions the need for psychological and psycho-pedagogical interventions as a necessary component in the treatment of ADHD, for which pharmacological treatment is often applied.

The importance of academic life in all children and adolescents is dealt with in a separate chapter. Mar Gallego dedicates this entire chapter to the school and calls for the necessary collaboration between the “school tutor and family tutor” providing precise instructions on how to strengthen the relationships between the school and the family. This chapter also deals with school bullying, a well-known occurrence in students with special educational support needs. Within the family life, the importance of the interaction between siblings is highlighted, underscoring the difficulties and frictions of fraternal relationships, which, although frequent, receive little attention in the literature. Mar Gallego does not focus exclusively on finding answers to the needs of students with special educational support needs. Within the family life, the importance of the interaction between siblings is highlighted, underscoring the difficulties and frictions of fraternal relationships, which, although frequent, receive little attention in the literature. Mar Gallego does not focus exclusively on finding answers to the needs of children and adolescents in her book. She takes into account the needs of parents, with a chapter dedicated to them that fosters the necessary involvement and participation in different social movements. Although the present work is written by a psychologist, it should be mentioned that different survivors of psychiatry have actively participated in “We will get over this,” so it is the result of collectives work.

Collectivizing mental healthcare is, in my opinion, one of the potentialities of this work. We are immersed in a society in which care in this and other areas has been centralized and professionalized (psychologists, psychiatrists, occupational therapists, etc.) and the “environment” has been disconnected from its role within the machinery that makes up the mental health of a person. In addition, reductionism by conceiving distress as “within the individual” has promoted, among other things, stigma and ignorance, but fundamentally social and emotional isolation. With it, it is customary for us to “feel emotionally alone within our heads” and the only tool we have left is the professional one.

Recovering the role of the social environment and revaluing different ways of conceiving care is not exclusive with the role of professionals, but it is necessary to propose tools for the collective management of distress. Listening to the voice of people with mental suffering, and strengthening the social resources of the environment and the person, have been and still are elements that have been forgotten by conventional psychology/psychiatry. However, thanks to the discourse and the proposals of those directly affected and of critical groups, a new direction is being consolidated in the management of mental suffering, that aims to go beyond the hegemonic models of mental healthcare.

We will get over this. A mental health guide for the environment of the person in crisis, is a contribution in this direction. It is not unique or sufficient, but it is necessary.

From a social point of view, the book focuses on the support that the “environment” —understood as our friends, relatives, work colleagues, etc.— plays when a person from our near context finds themselves in a crisis situation. The author has made a remarkable effort to accurately integrate a practical work, accompanied by a subtle reflexive process, which, beyond its applied purpose and offering specific solutions, allows us to question and rethink mental healthcare today.

In my opinion, it is also an invitation for professionals in the field, such as myself, to consider the need to stop, criticize and reflect on our role in mental healthcare.

This book is composed of 74 pages, grouped into a total of 10 chapters. Although there is no division established by sections, we can detect three parts. The first part is comprised of the prologue and the introduction and acknowledgments to the collaboration of Primera Vocal, and, from the beginning, the objective and central perspective of the work are explained. The introduction, in the words of the author, is a call to “lose the fear” and brings the reader to an understanding of a complex reality, proposing alternatives to the conceptualization of mental health and collective management.

The second part is composed of four chapters, which constitute the main body of the work. In the first chapter, some questions of reflection on the environment of the person are raised, such as the coordination with the people involved (family, friends, etc.) and the questioning of one’s own limits and/or availability. The second chapter, entitled “Principal forms of psychological suffering that may require our attention,” includes a brief description and practical information on a series of problems, which could be considered to be affected by generalized stigma and ignorance and/or where the involvement of the environment is fundamental. Delusions, hallucinations, manic and depressive episodes, self-harm, drug use and aggressiveness are clearly discussed in non-exhaustive way. Without intending to catalog in