

perhaps develops a negative internal model of the mother which breeds ground for hostility and externalised behavior in himself.

Keywords: *conduct disorder, dysthymic disorder, personality, mothers, children*

Music effects and emotional reactions on simulated driving performance and vehicular control

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Road-Traffic accidents are a leading cause of death in Portugal. The automobile is currently the most popular and frequently reported location for listening to music. Music increases driving risks by competing for attentional space; the greater numbers of temporal events which must be processed, and frequency of temporal changes which requires large memory storage, distract operations and optimal driving capacities. The present study explored the effects of music on PC-controlled simulated driving and assessing emotional reactions by means of Skin Conductance Responses (SCRs) and Heart Rate (HR). The sample was composed of 39 drivers, 21 males and 18 females, with a mean age of 25,41 ($SD=5,45$). The participants had passenger car licenses for on average 5,5 Years. The results showed that music consistently affected both simulated driving speed and perceived speed estimates. Moreover, that simulated driving while listening to fast-paced music would increase HR and SCRs. Disregarded red traffic-lights, lane crossings, and collisions were most frequent with fast-paced music. Implications of the study point to a need for driver education courses to raise public awareness about the effects of music during driving

Keywords: *driving accidents, music, attention, Portugal*

Musical ability and reading ability

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The present study investigated whether better musical ability was related to better reading ability, on the basis that music is related to memory that is crucial to reading acquisition, music improves auditory temporal processing that is relevant to phonological processing, and children undergoing music training have improved reading skills. Forty-one undergraduates participated in various language tasks. Musical intelligence of multiple intelligence, pitch discrimination, rhythmic and melodic patterns identification and music reading were also examined. Participants were divided into high- and low- ability groups based on their overall musical ability, their ability to discriminate pitch, to identify music pattern, to read music, and their musical IQ. Results indicated that participants with formal music training were better in pitch discrimination, music reading and musical IQ. However, they did not perform better than their counterparts who received no musical training in language proficiency, irregular word and pseudo-word reading. Participants who had better musical abilities also did not outperform their low-ability counterparts in these language measures. None of the music measures correlated significantly with the language measures. It was concluded that music training, though it can improve individuals' musical ability and musical IQ, does not necessarily lead to better reading ability. The age group of participants and the sensitivity of the music test used might provide insights on the current findings. The relationship between musical ability and reading ability requires further investigation. Practical implications of music in various cognitive tasks were discussed.

Keywords: *musical ability, reading ability*

Narrative family therapy, eye movement desensitization and reprocessing (EMDR) and adoption: an intervention protocol

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