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Editorial 

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## Editorial

It is a pleasure to present this special issue of the *Journal of Neuroeducation*, opening its fourth volume. We know the importance of secure attachment and the importance of bonds throughout life, but especially in early childhood. With this, this issue is dedicated monographically to the issues of trauma, attachment and resilience and its implications in the family and in education. We wanted, from neuroeducation, to get closer to these key concepts. This is the reason why this monograph will bring us closer and deepen. Currently, there is increasing awareness and recognition that the events that occur in people's lives and the quality of relationships play a key role in human development. They are essential for maintaining optimal physical and mental health, especially in early childhood.

In this issue of the journal, we want to delve into how to facilitate appropriate treatment when it is not given. This produces very negative consequences for the physical and mental health of children. It is a challenge that all of society must respond to, beginning with support and intervention with the family or adults responsible for the child and continuing with the school institution where minors spend most of their time and whose restorative potential is very high. For this reason, there is talk of *trauma-sensitive schools*, *positive discipline*, *positive parenting*, among others. Because the work leading to recovery from the consequences that maltreatment produces in children is everyone's task: if the psychoneurological damage has been caused by human beings, it is these who have the potential to counteract that damage by establishing affectionate relationships and the creation of safe and supportive psychoeducational contexts.

If all of this is not given, we may reach situations in which trauma therapy can facilitate change processes, which is the primary focus of this monograph. The authors of the articles in the monograph were trained in a common model for evaluating and intervening in complex trauma caused by ill-treatment: the model of systemic child-adolescent trauma therapy by authors Jorge Barudy and Maryorie Dantagnan, our teachers. This model, endorsed by over 600 professionals who use it daily, has been applied for twenty years and is comprehensive and adapted to child suffering. It is not limited to application solely within psychotherapy but can and should be implemented in other psycho-socio-educational contexts through the ecosystem modality. This modality promotes personal, social, and educational resources that can aid a child in improving their functioning and increasing their well-being after experiencing different trauma types such as physical, emotional, sexual abuse, and/or physical and/or affective neglect.

The articles are presented in the order that we propose below because they follow the logic of the trauma therapy model. First of all, and since it is a journal dedicated to neuroeducation, Rafael Benito, a psychiatrist and trauma therapist, exposes what happens in the brain when it suffers mistreatment and how trauma

produces alterations in brain function and integration. But Benito also advocates that resilience is possible because the brain is plastic throughout life and sensitive to interventions that, if repeated and repairing, produce epigenetic changes.

In the second article, Dolores Rodriguez, psychologist, and trauma therapist, takes us to the first fundamental scenario where traumas can be generated: the family, and then, in a second scenario, the school. Rodriguez focuses on the impact that certain events that can occur in daily life can have on families and especially on children. The concept of *trauma* and the consequences of suffering it at an early age, and how the family and school context can be established as powerful antidotes that favour and collaborate in the relief of inevitable suffering and prevent avoidable childhood traumas are addressed.

Next, Concepción Martínez, a psychologist and trauma therapist, presents to us the model of systemic therapy for child and adolescent trauma, and its implementation within the school educational setting. This model is presented as an all-inclusive framework that aids teachers in responding to children who enter school from abusive families. Based on neurosequential logic and how mistreatment trauma impacts the brain, this model provides teachers with a methodology that allows them to cater to the educational necessities of these children.

In the fourth article, Beatriz Remiro, psychologist and trauma therapist, proposes an experience of concrete application of the systemic child-juvenile trauma therapy model in community centres in Aragon, where she works. Within the framework of educational guidance in infant and primary schools, actions are proposed to promote understanding of coexistence, behaviour and learning difficulties; reflection on the actions that can prevent them and on those that are required to intervene when they arise; as well as the need to accompany all members of the educational community in these tasks. The article shows experiences with education professionals, with family members and with students.

Finally, Jose Luis Gonzalo, a clinical psychologist and trauma therapist, develops an experience of implementing the main elements of the trauma therapy model in schools in the province of Gipuzkoa during the time of the COVID pandemic. This neuroeducation journal cannot remain oblivious to this collective trauma that we have suffered and whose consequences on mental health are becoming evident, especially in the post-pandemic era. It is an article where, from real practice, it is explained how work has been done with both teachers and students, so that the former value, support, care for, and guide in collaboration with other mental health professionals, the mental problems that children have presented during -and also after- the pandemic, which has unleashed a veritable tsunami of psychological disorders and alterations.

All articles, as required by the journal, are based on the neurobiology of the brain in interaction with relationships, social, and educational contexts that shape and form our identity.

To close the number, you will also find the work of Paula Andrea Segura and Martha Andrea Ramírez, from the Faculty of Education of the University of Salamanca,

who present a bibliographic review on neurophysiological knowledge that allows us to understand how the brain learns related to the link of the suprasystem emotional-cognitive. As well as, they have within their reach the study in Argentine university students during the COVID-19 outbreak that aims to explore the levels of depression and generalized depression disorders and their relationship with physical activity and social interaction during the pandemic. As well as, Antoni Santandreu and José Ramón Gamo give us an exposition of the essential elements linked to neuroeducation and other areas of study.

Finally, in our appreciated Neuromads section, all the articles are collected to guarantee that adolescents have access to the latest advances in the field of neuroeducation. This section provides the different summaries corresponding to the articles that accompany each shipment. From this space, we greatly appreciate the work of the young people who have accompanied us during these last months. They have also reviewed these works in a peer review process and have formed part of the great family that we are, the people involved in this journal. We The *Journal of Neuroeducation* team, the journal sponsored by the UB-EDU1st Chair in Neuroeducation, wishes you happy reading. ■

*José Luis Gonzalo, Dr. Laia Lluch, Dr. Anna Forés, Dr. David Bueno*