

do una relación significativa entre el maltrato animal y la violencia contra las personas, principalmente con la violencia en el ámbito familiar, el maltrato a personas en estado de vulnerabilidad, los delitos sexuales y el vínculo entre la crueldad animal en la infancia y la comisión de actos violentos en la edad adulta. Un número significativo de investigaciones documenta la existencia de una asociación entre la comisión de maltrato animal en la infancia y patrones de agresión interpersonal crónica en la edad adulta. Presentar una revisión de los principales estudios sobre la relación entre el maltrato animal y otros tipos de violencia interpersonal. La revisión abarca desde enero de 1983 hasta diciembre de 2015. Se realizó una búsqueda a través de bases de datos: Informa HealthCare, PsycNet, PubMed, PubPsych, Trip Database, Dialnet. El objetivo de estas investigaciones revisadas ha sido estudiar las variables que relacionan el comportamiento cruel hacia los animales con otros actos violentos cometidos en la infancia y/o juventud y futuros comportamientos violentos en la edad adulta. La mayoría de estas investigaciones se ha realizado en Estados Unidos, Canadá, Australia, Italia o Reino Unido. No existen investigaciones en este campo en España. Los estudios revisados revelan un vínculo entre diferentes tipos de violencia en la edad adulta con los comportamientos crueles hacia los animales en la infancia y la adolescencia. La interpretación de los datos obtenidos en los estudios revisados plantean la necesidad de realizar investigaciones en nuestro país sobre el vínculo entre el maltrato animal en la infancia y la adolescencia con otros tipos de violencia para elaborar programas de prevención e intervención.

C183. EMOTIONAL – BEHAVIORAL FUNCTIONING IN ADOLESCENTS WITH RISKY BEHAVIOURS

Erriu, M. Department of Dinamic and Clinical Psychology, Psychology and Medicine Faculty, «Sapienza», University of Rome

Scientific literature connects adolescents' risky behaviors, specifically road accidents (RAs), to a complex etiology, including personal characteristics, psychological functioning and environmental factors. Research on adolescents' Ras has paid relatively scarce attention to emotional-behavioral functioning preceding accidents, focusing instead on psychological outcomes and possible PTSD symptoms. We propose that adolescents' maladaptive psychological functioning preceding risky behaviours could increase the likelihood of a collision, which in turn could be considered an acting-out determined by a psychological sufferance. The study aimed to verify whether adolescents involved in recurrent risky behaviours, like motorbike collisions, show a maladaptive emotional-behavioral functioning and difficulties in identifying and describing their emotions. The sample is composed by N=50 adolescents (mean age = 15.48; SD = .863) who visited an emergency department for road accidents and completed self-report questionnaires assessing their emotional-behavioral functioning

(YSR Youth self-report, Achenbach), and their capacity in identifying and describing emotions (TAS-20, Toronto Alexithymia Scale). Our results showed that higher rates of RAs in adolescents are associated with more maladaptive emotional-behavioral functioning and difficulties in identifying and describing emotions. The study underlines that risky behaviours such as RAs in adolescents can be considered as an expressions of an unexpressed psychological issue and unconscious attempts to receive psychological help.

C184. EMOTIONAL AND SOCIAL SKILLS AND ACADEMIC PERFORMANCE: A TRIADIC MODEL FOR INTERVENTION IN LEARNING DISABILITIES

Alves, D., Sousa, M., Henriques, M., & Lemos, M. FPCE UP, Portugal

Learning disabilities are a common and growing problem in developed countries. They have a negative impact on children's academic performance, as well as on their family dynamics and environment. Moreover, children with learning disabilities show poor peer relationships which may result in antisocial and withdrawn behaviors. Thus, if these difficulties are not early identified and dealt with, they may have damaging effects on their developmental trajectory. To illustrate the model of assessment and intervention on learning disabilities developed at the Learning Disabilities Unit (LDU) of the Service of Psychological Intervention with Children and Adolescents of the Faculty of Psychology and Sciences of Education of University of Porto. A brief case presentation, analysis of the psychological assessment strategies and description of the intervention developed with a 8 year old girl, attending the 3rd grade. Results of the Child Behavior Checklist, the Teacher Report Form, as well as reading and writing measures will be presented for moment 1 (baseline) and 2 (two years after the beginning of the intervention). Intervention had positive effects both on girl's academic performance (increased reading speed and verbal fluency) and socio-emotional adjustment (lower scores in Problem Scales and higher scores in Competence Scale). This case presentation describes two modalities of intervention, which aims to promote children's academic skills and socio-emotional development. It underlines the potentialities of the ULD model in assessment and intervention in learning disabilities.

C185. ENTRE EL ADOLESCENTE Y LA FAMILIA; EL TRABAJO GRUPAL MULTIFAMILIAR

Portillo Santamaría, M., Blasco Claros, L., García Mari, M. E., Beltrán Beltrán, M., Juárez, D. V., Sanz, J., Carimati, R., Andreu Pascual, M., Císcar Pons, S., & Orero, A. USMIA Hospital Universitario de la Ribera, Valencia; Consorcio Hospital General Universitario, Valencia; Hospital LLuís Alcanyis, Xàtiva, Valencia. España

La adolescencia es una etapa fundamental en el desarrollo del individuo en la que éste debe ir resol-