

### **C124. ADAPTACIÓN DE ESTRATEGIAS DE REGULACIÓN EMOCIONAL EN NIÑOS Y ADOLESCENTES**

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La regulación emocional es uno de los procesos centrales que se encuentran afectados en diversos trastornos psicológicos. Las estrategias de regulación emocional influyen en el desarrollo de habilidades sociales, empatía y a tener un funcionamiento adaptado. La literatura ha relacionado las dificultades de regulación emocional con problemas psicológicos en la infancia y en adolescencia. Sin embargo, tradicionalmente las intervenciones han tendido a centrarse en generar cambios a nivel cognitivo-conductual, infravalorando las estrategias específicas de regulación emocional. El objetivo de la ponencia será aportar evidencia observada en la literatura sobre la idoneidad de la inclusión de técnicas de regulación emocional en el marco de terapias cognitivo-conductuales en niños y adolescentes. Se abordarán características distintivas del trabajo sobre regulación emocional a través de ejemplos sobre casos clínicos de la Clínica Universitaria de Psicología (CUP-UCM). La adaptación del lenguaje del terapeuta y la cercanía emocional mostrada predicen una mayor apertura emocional, así como los juegos auxiliares a la terapia (ej., la Oca de las Emociones o los Animales Rabiosos). El modelado por parte de los padres y del terapeuta en la expresión e interpretación de emociones debe ser empleado durante todo el tratamiento. En el reconocimiento de emociones se utilizan, entre otros, juegos con imágenes faciales y su etiqueta, así como videos y modelado. Una adaptación infanto-juvenil para la regulación emocional de la ira es el semáforo familiar así como diversas técnicas específicas de relajación o mindfulness. En conclusión, el uso de estrategias de regulación emocional junto con aquellas enfocadas a cambios conductuales en esta población parece de especial importancia, utilizando dinámicas familiares y lúdicas para favorecer la implicación tanto de niños como familiares. Es necesario incluir estas estrategias para prevenir dificultades en la gestión emocional en la vida adulta.

### **S32. STRUGGLING READERS AND MATHEMATICIANS: A MODEL FOR PREVENTIVE AND REMEDIATIVE RESPONSES TO LEARNING DISABILITIES**

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Las dificultades de aprendizaje son un problema común y creciente en los países desarrollados. Tienen un impacto negativo en el rendimiento académico de los niños, así como en su dinámica familiar y el medio ambiente. Además, los niños con problemas de aprendizaje muestran índices más altos de problemas mentales, socia-

les y emocionales, y peores relaciones con sus pares. Si estas dificultades no se identifican y se abordan tan pronto como sea posible, pueden tener efectos dañinos en su desarrollo. Las dificultades de aprendizaje incluyen una amplia gama de dificultades, como la baja fluidez en la lectura, la interpretación y las dificultades ortográficas, las dificultades para memorizar los hechos numéricos y aritméticos o en el razonamiento matemático. La identificación, la prevención y la subsiguiente intervención de los problemas de aprendizaje son objetivos primordiales para quienes se ocupan del desarrollo de la primera infancia. La identificación de los problemas de aprendizaje y el diagnóstico de trastornos de aprendizaje específicos puede ser muy difícil, debido al amplio espectro de dificultades que los niños pueden mostrar. Sin embargo, la identificación de algunos signos de advertencia en etapas específicas de desarrollo puede contribuir a prevenir la aparición de problemas de aprendizaje. Este simposio examina el modelo de evaluación e intervención en problemas de aprendizaje desarrollado en la Unidad de Discapacidades de Aprendizaje del Servicio de Intervención Psicológica con Niños y Adolescentes de la Facultad de Psicología y Ciencias de la Educación de la Universidad de Oporto, Portugal. Incluye cuatro presentaciones orales. La primera tiene como objetivo explorar la implementación de un proyecto de intervención que consistente en una estrategia para identificar tempranamente las dificultades de aprendizaje y diseñar intervenciones dirigidas a prevenir la aparición de discapacidades y trastornos del aprendizaje. Las siguientes dos presentaciones analizan tres intervenciones individuales destinadas a promover los procesos de lectura y escritura, y las competencias matemáticas, respectivamente. La última presentación de caso describe dos niveles de intervención (es decir, el niño y la escuela), con la intención de promover el aprendizaje del niño, el rendimiento escolar, y el desarrollo socio-emocional.

### **C125. PREVENTION OF LEARNING DISABILITIES: MULTITIERED MODELS**

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Learning to read corresponds to a developmental continuum. Children from early ages acquire some basic notions and functions of literacy. The project «O Crescer do ler» was developed under the framework of a partnership between the Faculty of Psychology and Educational Sciences of the University of Porto and the Federation of Parents' Associations of Santa Maria da Feira, and with the support of the municipality. This project was implemented with 5 years old children, attending public kindergarten and schools of Santa Maria da Feira. This project aims to: 1) promote emergent literacy skills to increase formal reading and writing learning, 2) identify children with reading and writing difficulties. The project was designed based on

the RTI - Response to Intervention model. The operationalization of the RTI model requires differentiated and increasingly selective levels of intervention. These levels were defined based on the data gathered in the universal screening developed with each child. The universal screening and the different levels of intervention focused on dimensions associated with subsequent success in reading and writing learning: (i) oral language, (ii) phonological awareness, (iii) quick naming and (iv) knowledge on written language. The project *O Crescer do ler* has promoted an: 1) intervention with kindergarten teachers, school psychologists and parents to increase emergent literacy skills, by means of a preventive and early intervention; 2) an articulation between educational services, based on an ecological and multidisciplinary approach; 3) bringing together politics, research, education and community to promote school success.

### **C126. THE WRITING PROCESS UNDERSTOOD BY THE PSYCHOLINGUISTIC MODEL: EVALUATION AND THE FACILITATING ELEMENTS FOR THEIR PROMOTION AND DEVELOPMENT**

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A number of studies have recently showed that writing is a psychological process. Psycholinguistic researches offers theory and results about the interactions of linguistics structure and cognitive process such as memory and attention. This communication reports on the application of psycholinguistics theory to writing. This case presentation aims to illustrate the operationalization of the psycholinguistic perspective in the assessment and intervention on writing disabilities developed at the subunit of Learning Disabilities (LDU) of the Unit of Psychological Intervention with Children and Adolescents of the Faculty of Psychology and Sciences of Education of University of Porto. The case of João, an eight-year-old child, attending the 3rd grade, will be examined. João was referred by her regular teacher, due to writing difficulties. Besides to these difficulties, João presents lack of autonomy in daily and study routines. Results: Cognitive, reading and writing processes have been assessed. Child Behavior Checklist and Teacher's Report Form have been administered to assess socioemotional functioning. Analysis of the words, clauses, and syntactic structures of the errors suggests that attention, short-term memory and orthographic difficulties limit and constrain João's writing productions. The intervention has been structured in two modalities: 1) direct – individual weekly session with João, 2) indirect – intervention with family and school context, to promote educational measures to respond to the child's needs. In order to monitor João's evolution, a reassessment will be carried out at the end of this school year. This communication presents a rationale for studying psycholinguistic aspects of the writing process and outlines a model of writing, based on a psycholinguistic model of talking.

### **C127. MATHEMATICS LEARNING DIFFICULTIES: TWO CASE STUDIES**

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Several studies show that Portuguese students have a poor performance in mathematical tasks. Therefore, Mathematics Learning Disabilities (MLD) have been receiving increased attention from Portuguese researchers. Math skills are often cumulative in nature, one skill building upon previously learned skills. Thus the effects of math disabilities can also be cumulative. This presentation examines two different cases assessed in Unit of Learning Disabilities (LDU). The first one is an eight years old girl, attending the 2nd grade, referred by her parents, due to behaviour and learning difficulties, specifically in mathematics. The child was assessed in the beginning of second grade. Difficulties in counting, arithmetic and basic mathematical facts retrieval have been identified. Parents were asked to perform some games and tasks to promote child's math skills. The reassessment made four months later showed improvements in those three domains. The second case refers to a twelve years old boy, attending the sixth grade, referred by his pediatrician, due to his severe difficulties in mathematics assessments and a significant discrepancy between maths grades and the other academic subjects. Severe difficulties in retrieving basic arithmetic facts, arithmetic operations (mental and writing) and problem solving have been observed in initial assessment. Hence, this boy has been referred to special education services.

### **C128. PROMOTING SOCIOEMOTIONAL AND LEARNING PROCESSES: A CASE STUDY**

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Learning difficulties tend to have a negative impact on socioemotional development. Children with learning difficulties often exhibit poorer social skills and more socioemotional problems. To illustrate an intervention based on two axis socioemotional functioning and psychopedagogical dimension with Maria, an eight-year-old child, attending the 3rd grade, showing reading and writing difficulties, lack of autonomy in daily and study routines, as well as with her poor social skills. The intervention has been structured in two modalities: 1) direct – individual weekly session with Maria to increase her social skills and autonomy in daily routines, and promote reading and writing processes; 2) indirect – intervention in school, to promote educational measures to respond to the child's needs. In order to monitor Maria's evolution, a reassessment has been performed, when the child was attending the 5th grade. Reading and writing processes have been assessed. Child Behavior Checklist e à Teacher's Report Form have been administered to assess socioemotional functioning. An increase in child's verbal and reading fluency was