

out. Latent profile solutions supported one (Italy), two (USA1), or three (USA2) classes, suggesting a dimensional approach would be more reasonable for sample comparisons. Multiple groups structural equations modeling was used to test sample differences in the paths from studyholism to outcomes. Study Engagement was generally associated with better outcomes whereas Studyholism predicted worse outcomes, but there were some sample differences. Study Engagement was unrelated to GPA in USA1 but predicted lower GPA in USA2. There were no sample differences in the paths from studyholism factors to the academic burnout. In predicting dropout intentions, mostly stronger effects for both studyholism factors were observed for the Italian students compared with the USA1 students. Results suggest construct-related and potentially culturally-linked similarities and differences in studyholism for the two countries and three samples. Implications for using the SI-10 as a screening and intervention planning instrument will be discussed.

CS012. STUDYHOLISM AND STUDY ENGAGEMENT IN POLISH LATE ADOLESCENT SAMPLE - DEMOGRAPHIC AND EDUCATIONAL CHARACTERISTICS

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Studyholism, study engagement and students' achievements are determined by personal and contextual characteristics. Educational system due to national educational standards, organizational culture of schools and universities have a significant impact on students' behaviours and habits which further influence students' health and their coping and behavior strategies. The late adolescents is a group which is shaped by previous experience and external influences, but at the same time develops their own strategies for dealing with workloads and professional challenges. It seems important to analyze students' strategies and achievements in relation to broader environmental circumstances. The description of Polish sample of late adolescents was analyzed in light of the circumstances of national educational system, the results of the Programme for International Student Assessment (PISA) examines, nationwide statistics and research reports regarding students' health, achievements and educational system support. The research sample consisted of 252 Polish university students (41 males; aged 18-21; $M_{age} = 20.20$; $SD = .37$). The results of the study on studyholism (Studyholism Inventory - SI-10), study addiction (Bergen Study Addiction Scale - BstAS) and study engagement (Utrecht Work Engagement Scale - Student version - UWES-S; SI-10) were analyzed due to demographic (gender, age) and educational (educational level, amount of time dedicated to study, additional activities) characteristics. The results show that time dedicated to study is related to studyholism, study addiction, and study engagement, but students' achievements are linked specifically with study engagement measured by SI-10. The results of multiple regressions indicate that students' results

are predicted only by study engagement ($p < .001$); time spent on studying, vigor, absorption, dedication and study addiction occurred not significant. The study revealed gender differences - women revealed higher results in studyholism, study engagement and absorption in studying. The data indicate that intrinsic motivation is the most important factor in developing effective strategies in studying.

S04. ONCE UPON A TIME THERE WAS A CHILD WITH LEARNING DIFFICULTIES: A REMEDIATION RESPONSE

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Learning disabilities are widely characterized by a negative impact on academic performance. However, this kind of perturbation also tends to negatively interfere with social adjustment. Children with learning disabilities tend to show poor academic performance and to be less accepted by their peers, thus emphasizing the relevance of studying the association between these two constructs. The purpose of this communication is to present a remediation response to learning disabilities (RRLD), implemented by in the subunit of Learning Disabilities (ULD) of the Unit of Psychological Intervention with Children and Adolescents of the Faculty of Psychology and Sciences of Education of the University of Porto. The case of an 8-year-old girl, attending the 3rd grade will illustrate the work developed to optimize resources and to promote communication between educational agents based on the bioecological model of human development. This model was operationalized in a comprehensive process of assessment and intervention, assuming the different levels of child functioning - academic, cognitive and socioemotional, as well as triadic perspective of the psychological assessment and intervention, implying the child, the regular and/or special education teacher and the psychologist supervising the process. This kind of intervention is very promising, which is illustrated in this particular case by the positive effects both on the girl's academic performance (increased reading speed and verbal fluency) and on her socio-emotional adjustment (lower scores in CBCL and TRF Problem Scales and higher scores in Competence Scales). Furthermore, we aim to demonstrate that the work developed with schools and communities by ULD has important social and political repercussions since it promotes the optimization of resources and more effective educational practices.

CS013. CRESCER DO LER: THE GROWTH OF A PROJECT TO PROMOTE EMERGENT LITERACY

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Emergent literacy refers to the reading and writing knowledge and behavior of children who are not yet