conventionally literate. Children who do not achieve the fundamentals of early literacy are unprepared for formal literacy instruction and at high risk of developing reading and writing learning disorders. To promote the acquisition of literacy foundation to implement evidence-based practices in kindergarten. The project "O Crescer do Ler" 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, aims to: 1) promote emergent literacy skills to increase formal reading and writing learning, and 2) early identification of reading and writing disabilities. This project was designed based on Response to Intervention (RTI), a comprehensive and proactive framework of differentiated and increasingly selective levels of intervention, based on screening practices and progress monitoring. The universal screening and the different levels of intervention focused on early literacy predictors: *i*) phonological awareness; *ii*) concepts about print; *iii*) rapid automatized naming, and *iv*) oral language. The implementation of this model requires the articulation between educational services, based on an ecological and multidisciplinary approach, as well as the promotion of professional development of kindergarten teachers. During the first quadrennium of this project, 2572 kindergarten seniors were submitted to an intervention that counted with the kindergarten teacher and family involvement. Comparing the results from the Universal Screening and Final Characterization we find evolution in all the domains. Furthermore, comparisons between the Universal Screening at the beginning of each year show the effects of practices in the context of kindergarten and greater involvement of families in the project.

CS014. VOO MATEMÁTICA: TWO PROJECTS TO PROMOTE MATH SKILLS IN PRESCHOOL

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Children use early math skills throughout their daily routines and activities be for formal education. Early mathematics skills are promoted through simple activities and interactions that stimulate number sense, arithmetical thinking, and problem-solving strategies, as well as other cognitive abilities associated with mathematical performance, such as the spatial-temporal orientation, working memory, attention planning, between others. Games and activities that stimulate cognitive abilities, such as chess-playing, have been proved to contribute to the development of math skills. The preschool context presents an optimal window to promote math skills and explore the adaptation of teaching concepts and strategies to instruction. The present study aims to evaluate the efficacy of two different interventions in 147 preschool children. One experimental group benefited from a weekly intervention of math concepts and skills instruction, as the other experimental group benefited from a weekly intervention regarding chess strategies and games. The participants were divided into two experimental groups and a control group. The intervention effectiveness was evaluated through a design with two measures repeated in time and the group factor. The analysis of the results shows the effectiveness of scientifically based interventions and the relevance of chess in promoting math skills. The practical implications of these results will be discussed in the presentation regarding preschool teachers and psychologists' practice.

CS015.NOW IT'S TIME TO PROMOTE CHILDREN'S SCHOOL READINESS

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Early Childhood Education (ECE) has positive effects on children's cognitive abilities, pre-academic skills, and socio-emotional development and can improve children's school readiness. Kindergarten represents a unique developmental period of early childhood, through 5 to 6-year-old, before the children transition into formal schooling. The experience of this learning environment places greater emphasis on children's independence, adherence to routines, and academic goals and its increasing demands may produce stress on children's social-emotional competencies and trigger learning difficulties. Parallelly, children with learning difficulties often exhibit poorer social skills and more socioemotional problems. Multi-tiered systems of support (MTSS) are intended to provide high-quality support across domains (e.g., academic, social-emotional), with increasing levels of support to students who need them. MTSS focus on early identification of academic or social-emotional difficulties, the use of evidence-based practices for all children, and progress monitoring to evaluate the impact of approaches on targeted outcomes. This symposium focuses on different preventive and remediative responses to learning disabilities. It includes four presentations. The first presentation discloses the implementation of an intervention project based on MTSS —O Crescer do Ler— o identify learning difficulties early on and design interventions directed to prevent the emergence of learning disabilities. The second presentation focuses on the analysis of two different interventions aiming to promote mathematical skills in children in the pre-school context. The third presentation describes Emogenius, a new social-emotional learning Portuguese program created by a multidisciplinary team of psychologists and pediatricians, directed to 4 and 5-year-old children, intending to promote social-emotional competence, while placing a special focus on the mind and body connection, and mindfulness exercises. The final presentation describes a remediation response of an individual intervention aiming to promote reading and writing processes, mathematical competencies and behavioral adjustment.