

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

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 before 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. Parallely, 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 remedial 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— to 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.