

fashion, and reflected on the counseling process, the interventions employed, and their impact and helpfulness. We found that an empathic and supportive stance was welcomed, allowing for the exploration of feelings, and practical and relational difficulties. Interventions targeted at clarifying, broadening the context, reflecting on solutions for current problems, and directing the focus to personal resources and goals, enabled relief from distress, and strengthened hope and personal agency. The analysis of transcripts and the identification of Innovative Moments, put forth anecdotal evidence in support of the benefits of brief live-chat-mediated interventions, delivered by clinical psychologists, to support youth in reducing distress, instilling hope, activating personal and interpersonal resources, and mobilizing for change, as a viable alternative to face-to-face formats. More research, needed to deepen our understanding of such benefits and how to maximize them, that resorts to formal assessment of outcomes, is in preparation.

#### **CS084. CHALLENGES, ADJUSTMENTS AND EXPERIENCES OF CHILD AND ADOLESCENT'S CLINICAL PSYCHOLOGIST IN PANDEMIC TIME**

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At the Faculty of Psychology and Educational Sciences of the University of Porto, there is a psychological consultation unit for children and adolescents with various problems and disorders. A team of 12 psychologists ensures the regular and presential interventions, based on a model of ecological, which requires a close articulation with the families and schools. In 2020, during the national lockdown, with the Faculty's premises closed, the team saw its face-to-face work, centered on CBT, Play Therapy, Humanist Therapy or Narrative Therapy, interrupted; facing the need to identify the best procedure to follow in each case and develop distance counseling skills. In effect, switching to a screen has become a great challenge! This communication presents the qualitative study developed with this team to systematize the clinical intervention responses found and understand the experience lived by the therapists. An interview was conducted with every psychologist to explore their experience and the set of parameters established to characterize follow-ups. The content analysis of the interviews and the description of the cases will present the main challenges, solutions, obstacles, and benefits of remote intervention. We highlight the importance of considering a range diversity of intervention possibilities to adjust to each situation and the advantages of, in some cases, children/adolescents involving therapists in their significant spaces and objects. The conclusions point to the importance of not having interrupted the accompaniments, to making them more flexible depending on the rhythms of the families and to the therapist actively participating in the management of the "space" used for the session. Despite it being demanding, the experience has been enriching and allowed us to frame this intervention modality as one more possibility in future clinical practice.

#### **CS085. ONLINE BREAKING SILENCE: PSYCHOLOGICAL INTERVENTION ON SELECTIVE MUTISM**

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Selective Mutism (SM) is an anxiety disorder with predictable and circumscribed situations in which children remain silent while they speak unaffectedly in others. The disorder is associated with the child's severely impaired psychosocial functioning, compromising social and educational development considerably. The few longitudinal data available so far, indicate that SM is not a temporary state that resolves by itself. In combination with the severe impairments caused by this disorder, a need for scientific findings that provide insights into the disorder and from which adequate treatment approaches can be derived becomes evident. Researchers have identified several factors that affect treatment outcomes, such as the dose of therapy, homework compliance, how exposure therapy is conducted, and clinician adherence to evidence-based practice. Another approach to enhancing treatment is to leverage these factors using technology. Psychological intervention in SM must be progressive, taking time to raise the child's confidence in the therapist and desensitized the exposure. COVID-19 pandemic brought new challenges and using digital information and communication technologies (ICTs) was the available resource that enabled professionals to continue to provide their services during the lockdown. Distance intervention brought barriers, but also opportunities, specifically in this problem. This presentation is about the distance intervention developed with two 8-year-old girls with SM. The transition to online psychological intervention was revealed to be protective and brought space to other tools of communication. This seemed to be effective on the results, specifically the capability to exposure and verbal communication. Despite the physic distance discontinuity, the emotional proximity was continuous and unblocked the dangerous perception of communicating with others. The presentation will describe the intervention developed and the results of the use of IT and also the way families were involved in this process.

Keywords: Selective Mutism, online, psychological intervention.

#### **S22. ¿QUÉ PUEDE APORTAR LA PSICOLOGÍA PERINATAL A LA INFANCIA?**

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La Psicología perinatal abarca todos los aspectos psicológicos que están presentes antes, durante el embarazo, el parto y el posparto, pero también incluye cuestiones relacionadas con la crianza y el vínculo con el bebé hasta el primer año de vida. Aunque la depresión postparto es el elemento que, quizás ha recibido más atención, la problemática es mucho más amplia incluyendo a los bebés de cero