

psicopatologías. Desde la Teoría de los Sistemas Dinámicos las interacciones socioemocionales se pueden considerar un sistema dinámico complejo que va evolucionando en el tiempo. Algunos estudios han revelado conductas de interacción más rígidas entre padres-hijos en aquellos adolescentes con problemas de ansiedad, tanto en interacciones socioemocionales con contenido positivo como negativo. La mayoría de la literatura existente se ha centrado sobre todo en interacciones madre-hijo/a, obviando qué ocurre en la interacción con el padre. El objetivo de este estudio fue analizar los patrones de interacción socioemocional entre adolescentes (chicos y chicas) en riesgo de ansiedad y sus padres, en comparación a adolescentes con un nivel bajo y sin riesgo a desarrollar trastornos de ansiedad. Ochenta adolescentes y sus padres realizaron dos episodios de interacción de 10 minutos cada uno (uno sobre contenido positivo y otro sobre contenido negativo). Las diádas adolescente-padre fueron grabadas en vídeo, codificadas a través del Specific Affect Coding System y, posteriormente, analizadas mediante el método State Space Grid para obtener el grado de flexibilidad emocional de la interacción. Este método consiste en crear una cuadrícula en la que se puede visualizar el espacio de fase del sistema (la interacción de la diáda) y analizar sus características desde una perspectiva dinámica. Se observó que aquellos adolescentes con un riesgo alto mostraban un patrón de interacción más rígido con sus padres, que aquellos con riesgo medio o sin riesgo. Estos resultados resaltan la importancia de considerar los patrones de interacción socioemocional entre adolescentes y sus padres, incluso previamente a la aparición de un trastorno de ansiedad.

C116. CONCORDANCIA DE LA CONDUCTA OBSERVADA Y DE LA RESPUESTA CARDIACA ENTRE ADOLESCENTES Y SUS PADRES Y MADRES EN SITUACIONES DE INTERACCIÓN

Roman Juan, J., Caimari Ferragut, M., Fiol-Veny, A., Bornas Agustí, X., Balle Cabot, M.

Universitat de les Illes Balears (UIB), Islas Baleares, Spain

La regulación emocional (RE) abarca procesos biológicos y sociales, pero a pesar de ello, muy poca literatura se ha dirigido a su análisis de forma conjunta. En los últimos años, el estudio de las interacciones sociales entre padres e hijos (i.e. diádas) ha generado un creciente interés para el estudio de la RE, si bien el papel simultáneo de la respuesta cardiaca sigue siendo prácticamente desconocido. Por ese motivo, y dada la importancia otorgada por diversos autores al estudio multimétodo y multinivel de la RE, en este estudio se analizó la concordancia de la conducta observada con la respuesta cardiaca de los componentes de 75 diádas entre padres/madres e hijos/as durante un episodio de interacción con contenido negativo y otro con contenido positivo. La conducta observada se operativizó mediante el *Specific Affect coding system*. Este código se basa en una combinación de la expresión facial, gestos, postura, tono y volumen de voz, y tiempo de discurso, para capturar una visión global de la interacción socioemo-

cional momento a momento. Por su parte, la respuesta cardiaca fue analizada a partir de los cambios en la variabilidad de la frecuencia cardiaca, minuto a minuto. Los resultados revelaron diferentes patrones de concordancia en función el tipo de interacción y del nivel de riesgo que presentaban los adolescentes de desarrollar trastornos de ansiedad. Se discutirán las implicaciones de una posible co-regulación emocional tanto en situaciones de contenido positivo como negativo, y cómo ello podría influir en el riesgo de desarrollar trastornos de ansiedad durante la adolescencia.

S45. A CLINICAL INTERVENTION SERVICE IN ADOPTION

Coordinador/Chair: Margarida Rangel Henriques.

Faculdade de Psicologia e Ciências da Educação (FPCEUP), Porto, Portugal

Adoption is considered a powerful intervention to promote the child's physical and mental health recovery. However, it also brings loss and grief to children and adoptive parents, as well as the shadow of the fear of rejection from both parents and children. An adoptive child often experiences several periods of discontinuation in her life story, which may bring psychological suffering and sometimes limit her availability for being involved in new relationships. Moreover, in the adoptive families, the family life story, feeling of belonging and the capacity to build secure bonds are still important and sometimes hard challenges for families. The complexity of these processes require the development of research and interventions to support adoptive families across different periods in their life cycle. The systemic approach provides lens of complexity, which offer a deeply and rich understanding of the phenomena. This symposium aims to constitute an opportunity to present and discuss the work we develop in a Clinical Intervention Service in Adoption, focusing on the support of children, adoptive families and professionals. We will begin with the focus on research evidence background, following with the presentation of specific lines of work, namely the support in the transition from the institution to the adoptive family, a clinical case focusing on the psychological support with siblings, a specific technique of life story narrative construction with the adoptive family (the heart map) and the supervision to professionals, as a strategy to build a common narrative along the support to the child from the institution to the adoptive family.

C117. BUILDING A COMMON CHILDCARE NARRATIVE THROUGH PROFESSIONALS' SUPERVISION

Henriques, M. R.(1), Moreira, M.(2), Duarte Cavadas, I.(1), Silva, S. R.(1), Teixeira, D.(1)

(1)FPCEUP, Porto, Portugal, (2)University of Porto, Porto, Portugal

The work of the Unit of Psychological Support in Foster Care and Adoption at the Faculty of Psychology

- University of Porto is focused on supporting children and families in foster care and adoption in several aspects and phases. This work directs to different levels of the professional network that supports these processes in Portugal, from the institution to the adoptive family, in order to build a common narrative for all the professionals that work with the child. In our understanding, this common narrative and a good communication between professionals is crucial to help the child's healthy development, through security, nurturance, and social contacts. The training and supervision of professionals in residential care and adoption services, developed in both professional and academic settings encompasses an individualized supervision in specific intervention practices or case discussion, in order to achieve a better adjustment between the intervention and the needs of the situation. Another level of our intervention is focused on the personal development of the professionals and teams. This work follows a systemic model, focusing on the interaction between all the actors and systems of care of the children and families. When a child is placed in a foster care residence, a new triangular system comes into being, composed by home direction team, management team, and caregivers team, all linked by their concern for the child. It is essential that this triangular system develops an effective interaction and collaborations. Collaboration means that people are in contact and function as a network, sharing information, professional-personnel experiences and solving problems by mutual effort. The high level of satisfaction of the professionals with the supervision, as well as, their description about its benefits in the improvement of practices and personal wellbeing is also one concern.

C118. THE CUBIC MODEL FOR ADOPTIVE FAMILIES: A CLINICAL CASE WITH SIBLINGS

Ramos Silva, S., Rangel Henriques, M., Moreira, M.
FPCEUP, Porto, Portugal

Adoption is considered a powerful intervention to promote the child's physical and mental health recovery, but it also brings loss and grief to children and adoptive parents. After the family withdrawal, a maltreated or neglected child begins a course of emotionally demanding transitions. These transitions may become critical, potentially traumatic and may threaten the continuity in construction of the self. This discontinuity in life experiences and in the self may become too difficult to integrate into one's story and thus it can compromise the child's capacity to build new bonds, focus on learning demands and construct her identity. It is crucial to support the child in these transition moments and to help her integrate traumatic experiences, since a positive and confident concept of self will be essential for the development, and well-being of the children and young people. With this in mind, we consider that exploring the child's life story will help her organize the past/present experience and become more available to future relationships. Developed in the Unit of Adoption of the Psychological Support Service at the Faculty of Psychology of the University of Porto, the cubic psycho-

therapeutic model provided a framework for the psychological intervention in these cases. Nevertheless, each case is also conducted according to its specificities, according to the child's and the situation needs. This model focus on the child, the family and other systems of the child's life (e.g., school), and inspired on systemic, cognitive and narrative models. In this presentation, the model will be illustrated with a case of two adopted siblings. We will explore specific techniques regarding the exploration of the past life story of the children, as well as the support of the co-construction of a new present narrative with the new family.

C119. THE HEART MAP: ENHANCING IDENTITY WITHIN ADOPTIVE FAMILY

Duarte Cavadas, I., Rangel Henriques, M.
FPCEUP, Porto, Portugal

Adoption brings the opportunity to children to construct bonds into a new familiar system, however, they also have the challenge to overcome the feelings of fear, rejection and guilt, that sometimes emerge related with their past experiences. The separation from the biological parents and also from the siblings is a dolorous experience (McRoy, 1999). Due to this, adoptive children often experience several periods of discontinuation in their life story, which may bring psychological suffering and sometimes limit their sense of belonging within the adoptive family, being sometimes unable to correspond to the biological parent's expectations and requirements. These discontinuities could put the adopted children into a puzzling situation, mainly in adolescence, while they are crossing the developmental step of constructing their sense of self and identity. In this phase, the necessity to know more about their past and origins could emerge, having the function of fixing the gaps of their life story and resolve mixed emotions. The complexity of these processes and the variability in separation experiences, require the development of research and clinical interventions to understand the impact and support adoptive families across this period of their life cycle (Brodzinsky, 2009). Based on the clinical experience, this communication aims to reflect about the familiar system needs in the described circumstances, considering the factors that help the family to settle during a crisis moment of the adopted child/adolescent. It also has the goal of exposing the need of the children to connect with the past, concerning the need of differentiation from their origins or to establish proximity, for example, with the siblings.

C120. WHEN THE CHILD LEAVES THE RESIDENTIAL CARE: BUILDING SAFE TRANSITIONS

Neves Teixeira, D.
FPCEUP, Porto, Portugal

The child who lives in foster care has seen their life course be decided by the adults. The system decisions concern the child's safety, however it represents a big change in the lives of children. When they arrive at foster care have to adapt to a new environment, specifically, caregivers and the daily routines. This situation is often