

use them. This research focus users experience with a smoking cessation (SC) website (www.parar.net) and what may contribute to behavior change.

Methods: Web users eHL (N = 1463) was accessed with a 20 item scale (eLiSa, a modified version of eHeals for cultural validation proposes). Other characteristics were also considered with a quantitative and qualitative explanatory cross-correlated design. A randomized sample extracted of those that decided on a day to stop smoking (Dday) were interviewed 12 months after the Dday. **Results:** Item analysis was performed on eLiSa scale, producing a tight-fitting scale with $\alpha = .77$. Principal components analysis produced a six-factor solution (68% of variance). The exploratory maximum-likelihood analysis was not fixed and six factors emerged. The first factor accounted for 29% of the total variance and had a value of 5.8. eLiSa participants score, ranged from 37 to 105, where lower levels refer to higher literacy. The mean was 63.67, with a SD of 15.88 and the difference between the two groups was not statistically different. The mean for those who had stopped smoking was 60.48 (SD 14.4) while the mean for those who had not quit was 65.41 (SD 16.6). Among those with low literacy, 28.9% were non-smokers, while 71.1% were smokers.

Conclusions: Results enhance the need of further research from the salutogenic perspective as there is some evidence that having a adequate eHL may be relevant to assist successfully a process of SC with the use of the internet.

SYMPOSIUM: PSYCHOLOGICAL INTERVENTION SERVICE: SPECIALIZED MODELS FOR ADOPTION, LEARNING DISABILITIES, INHIBITION IN ADOLESCENCE

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PSYCHOLOGICAL SUPPORT WITH ADOPTIVE FAMILIES

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Introduction: 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. The complexity of this process encouraged the development of an intervention unit to support adoptive families within pre and post adoption periods.

Aims: We aim to describe the therapeutic process of a psychological support model with adoptive families, illustrating it with a clinical case.

Methods: Comprising family and individual sessions (child/parents), as well as a systemic approach to other systems of the child's life, this therapeutic process aims to promote the child's appropriation of the family structure and the narrative construction of the her life story. Narrative externalization strategies are used to control the fears of rejection, of both child and parents. Specific work focused on the co-construction of narratives about the family daily events potentiates the family experience through memory and intensive signification.

Results: C is an 8 year old boy who lived in an institution since he was 5 and was adopted by a single mother. On the first family

session, they presented themselves as companions and told their story, emphasizing their first meeting and the first days together. The fears started just then. The request was about C's tantrums which made them feel insecure about that family project. Along the process, they explored each other life trajectories and understood how fear triggered their insecurity behaviors, fighting together against it.

Discussion: This process contributed to strengthen the construction of the family identity. The externalizing language helped the family activate resources to fight against the problem and strengthen their project.

PSYCHOLOGICAL SUPPORT WITH ADOPTIVE FAMILIES: THE LIFE NARRATIVE CONSTRUCTION OF A CASE STUDY LIFE STORY

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Introduction: Research suggests that adopted children and adults have experienced adverse environments in infancy. Thus, exploring and organizing their life story is demanding for psychological support, in order to promote a healthy emotional development. **Objectives:** We aim to analyze a playful approach to facilitate the child engagement in the narrative exercise of the life story construction. The methodology is illustrated with a clinical case.

Methods: Z. is a 5 year old child who stayed with a foster family for four years and was adopted by a single mother. In order to promote the communication about the child's life story we created a metaphor to approach that trajectory-the three houses. To facilitate the child's willingness to explore the life story, we introduced a story tale in which the three houses theme appears: the three little pigs. The tale was read aloud by the therapist, who also questioned the child, to keep her attention to some details of the figures and the story. At the end of the story the therapist showed three toy houses with the three little pigs and the wolf, encouraging her to play with them.

Results: The child listened to the story on the lap of the therapist and then wanted to play with the toys. During the pig's leakages, the child opened several times the house to the wolf, showing trouble in understanding the story or some ambivalence towards that character. This play was reproduced in the following session and then the child's three houses were drawn on cardboards and we started co-constructing the life story.

Discussion: The story tale and story play promotes the child's symbolization and allows her to manage social representations which are very complex and difficult to work in other ways.

A TRIADIC MODEL FOR LEARNING DISABILITIES

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Introduction: Learning disabilities are a common and growing problem in developed countries. Learning disabilities are often associated to behavior problems with a negative impact in children academic performance, as well as in their family dynamics and environment. Moreover, children with learning disabilities frequently show poor peer relations which may result in antisocial and withdrawn behaviors hampering their interpersonal interaction. Thus, if these difficulties are not early identified and

dealt with, they may have damaging effects in their developmental trajectory.

Objectives: To illustrate the model of assessment and intervention on learning disabilities developed at the Learning Disabilities Unit (LDU) of the Service of Psychological Intervention with Children and Adolescents of the Faculty of Psychology and Sciences of Education of University of Porto.

Methods: A brief case presentation, analysis of the psychological assessment strategies and description of the intervention developed with a 8 year old girl, attending the 3rd grade. Results of the Child Behavior Checklist, the Teacher Report Form, as well as reading and writing measures will be presented for moment 1 (baseline) and 2 (two years after the beginning of the intervention).

Results: The intervention had positive effects both on the girl's academic performance (increased reading speed and verbal fluency) and her socio-emotional adjustment (lower scores in Problem Scales and higher scores in Competence Scale).

Conclusions: This case presentation describes two modalities of intervention, which aims to promote not only children's academic skills, but also their socio-emotional development. It underlines the potentialities of the ULD model in assessment and intervention in learning disabilities.

SYMPOSIUM: THE DIFFERENT FACES OF VIOLENCE IN CHILDHOOD AND ADOLESCENCE

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OBVIATE AND OPPOSE BULLYING AT INCLUSIVE SCHOOL: WHEN ACTORS ARE SPECIAL EDUCATIONAL NEEDED STUDENTS.

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Introduction: The occurrence of bullying behaviors on students with special educational needs (sen) is a barrier to full inclusion of these students in the Inclusive School, directly interfering with the quality of their social and academic performance, so it is urgent to prevent and oppose it.

Objectives: Establish a plan of action that prevents and opposes bullying with students with sen.

Methods: Research-action program developed according to the methodology of case study, qualitative study based on naturalistic observation, with narrative registration and note of frequency of aggressive behaviors observable and semi-structured interview based on the Olweus questionnaire on aggressive behaviors to assess the perception of the victim on the occurrence of these behaviors and evaluate the effectiveness of the intervention, based on the development of protective factors and the reduction of risk factors to obviate and oppose them.

Results: The implementation of an intervention plan involving the whole school community and based on the promotion of personal skills contributed to the elimination of bullying behaviors, adopting the bullies a non aggressive attitude and the victims a more assertive one.

Conclusions: The intervention, assumed and shared by all stakeholders, by reducing aggression, has contributed to improve the

quality of social global interactions with more student involvement in peer activities, enhance the quality of their performance in various contexts, foment their interest in the content of the school curriculum and participation in the proposed activities thereby promoting their academic acquisitions. The student became more resilient.

CHILDHOOD OBESITY: MALTREATMENT OR LOVE?

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Introduction: Obesity has been considered an epidemic in public health (WHO, 2010). Recent research has tried to understand this problem in childhood and several authors conceptualized this problem as a maltreatment behavior (Fairburn, 2008). This communication pretends to analyze childhood obesity and aims to understand the impact of this epidemic in public health. In this analysis we will attend specially to the parenting practices that neglect and promote unhealthy eating behaviors contributing to the development of this chronic disease and promoting the discuss around the (in)adaptation of these behaviors. We will analyze the theoretical and practical implications of parenting practices that help to conceptualize these behaviors in order to give some instructions to health and social professionals. In conclusions, research is not consensual to consider obesity childhood as a result of maltreatment behaviors, although it is consensual that this argument should be analyzed and healthy eating habits should integrate intervention programs with abusive parents.

BIDIRECTIONAL INTIMATE PARTNER VIOLENCE AMONG PORTUGUESE ADOLESCENTS

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Introduction: Intimate partner violence (IPV) was recognized as a public health problem (Hoefler, Black & Salehin, 2012), once that in recent years there has been a growing increase of the phenomenon, in adolescents, the repercussions reflected a serious impact on quality of life of those who suffer this form of victimisation (Faro, Alves & Lucas, 2012). The literature do not operationalize the definition of violence evenly. However, this is consensual, IPV resembles domestic violence to be a pattern of abusive behavior used to control another person, manifests in various forms and severity levels (Foshee et al, 2007). However, depending on certain factors violence can be bidirectional (Tyler et al, 2009).

Objectives: The goal of the study was to describe the rates and risk factors of bidirectional IPV among adolescents.

Methods: Sample was 1697 adolescents in dating violence, both gender, between 13-18 years old. Evaluation protocol composed by 3 parts: Sociodemographic Questionnaire, Questionnaire of History of Violent Behaviors (Lucas, Simões & Pinheiro, 2008), Conflict in Adolescent Dating Relationships Inventory (Lucas, Simões & Pinheiro, 2008).

Results: Indicate that most couples reporting violence engage in bidirectional. The practice of mutual violence depends of predictors: types of violence, risk factors and characteristics of romantic relationships. Unidirectional is more associated with the characteristics of the gender. The occurrence of bidirectional is associated with a risks factors and causes.