

the stories. Finally, family satisfaction reached a medium-high level, emphasizing a high children's interest and prosocial benefits.

S21. BEING THERE, EVEN IN PANDEMIC TIMES: ONLINE PSYCHOLOGICAL INTERVENTIONS

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Since the emergence of the first confinement due to the COVID-19 pandemic, it was obvious that the situation would be a threat to the emotional well-being of children, young and their parents. A variety of direct and indirect effects of the disease and associated contention strategies, such as staying at home, the uncertainty, changes in peer relationships, changes in demands at school, along with difficulties in receiving psychological support at that time, increased the risk of expanded mental health problems. From an early stage, the literature indicated that the post-COVID-19 phase would be marked by traumatic problems, especially in children. In this context, we developed a free online psychological support site at the University of Porto, during and after the lockdown. The web platform is for people of different ages and includes a wide range of services, such as individual psychological intervention by video call or live-chat, counseling for parents of babies or young children and self-help resources. At the same time, the Child and Adolescent' Clinic Service at the Faculty of Psychology closed, and psychologists faced a set of challenges on how to manage cases and how to adapt distance therapy for children. This symposium aims to reflect about online clinical intervention based on the psychologists' experience and on clinical cases. Thus, the symposia begin with the presentation of the website developed, followed by a case study that illustrates an intervention in live chat. The third communication focus on the challenges, solutions and experiences of clinical psychologists, facing the adaptation of the child therapy to the online resources. The last one present cases of selective mutism, where the online intervention showed to be a facilitator of therapeutic success. Finally, a rich debate among colleagues, will allow to share the lessons learned from clinical work in pandemic times.

CS082. PSIC.ON WEBSITE: A PROJECT RAISED IN THE ONSET OF COVID-19 PANDEMIC CONFINEMENT FOR ONLINE PSYCHOLOGICAL SUPPORT

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COVID-19 began to spread around the world in early 2020. In Portugal, the first case of COVID-19 was reported on March 2, 2020 (DGS, 2020). The University of Porto (UP) has been psychical closed on 13th March and the Psic.On website created by our team begun on

2th April. Although essential to contain pandemics, the prevention measures imposed constitute cross-cutting difficulties at the professional, family, socioeconomic and emotional levels, which can compromise the coping abilities of individuals and increase the psychological stress, anxiety, depression, irritability, anger, sleep disorders and post-traumatic stress. Thus, the promotion of mental health has been emphasized as a central concern in responding to imposed preventive measures. In view of these exceptional circumstances, various remote Psychological Support resources were made available at a national level. The Faculty of Psychology and Educational Sciences, in conjunction with the Psychological Support Line and services of the UP, created Psic. ON, a versatile platform, free of cost and available to the academic community and their families, and the general population. At time it was the most complete service, including the opportunity of brief psychotherapies and a panoply of distance support modalities: individual psychological consultations, by chat our videocalls, online groups, tele-work coaching, story-telling experiences, self-help resources, babies' families support through a parental intervention. This initiative is implemented by qualified psychologists supervised by specialists in clinical psychology. This presentation aims to present the set of answers that were proposed and to share the Psic.On staff experience since the scientific, ethical and technological' challenges that were faced for the preparation of these psychology intervention service, to the attendance work. The presentation focusses on self-resources illustration and a case-study of babies' parental intervention.

CS083. SUPPORTING YOUTH THROUGH ONLINE LIVE-CHAT IN TIMES OF COVID-19: A CASE ILLUSTRATION

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In response to the pandemic's foreseeable impact on mental health, Psic.ON, a platform for brief online support for students, staff and the general community, was created at the University of Porto. Support interventions were anchored in humanistic, cognitive-behavioral, solution-focused, and narrative principles, and delivered, among other formats, as brief online counseling interventions through live-chat, generally limited to six sessions. In this presentation we intent to illustrate and reflect about how brief online support interventions for youth, using live-chat, may be carried out. We resort to lessons learned during a seven-session counseling intervention with a 17-year-old girl, carried out between December 2020 and February 2021. The adolescent was highly distressed due to several challenging life circumstances and requested support from Psic.ON during the pandemic and lockdown measures. The transcripts of the live-chat sessions were coded with the Innovative Moments Coding System, and narrative markers of change were identified. Additionally, a group of clinical psychologists, collaborating at Psic.ON, reviewed the transcripts in a bottom-up

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 physical 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