

intends to present the case of J., a 10 years old boy, student in the 4th grade, diagnosed with ADHD. He was brought by his parents with complaints of hyperactivity, impulsivity, and inattention. The assessment included both formal and informal strategies such as interviews with parents, parent and teacher rating scales, and student's work samples. Results of this assessment showed that the primary and co-morbid symptoms of ADHD have a significant impact on child's academic achievement, emotional self-regulation and social interactions. The therapeutic process combined pharmacology intervention with parental psychoeducation and training, classroom management, behavioral treatment, and promotion of emotional and social skills. At the end of the 4th grade, parent and teacher rating scales showed an attenuation of the aforementioned symptomatology and improvements in the quality of the social relationships as well in academic results. In the 5th grade, J. responded well to the demands associated with the transition to a new school and grade, particularly, in respect to the social and academic requirements (e.g., additional subjects and teachers). The combination of multiples modalities of intervention resulted in improvements in social, emotional and academic domains of functioning.

C080. ATTENTION DEFICIT HYPERACTIVITY DISORDER AND LEARNING DISABILITIES IN SCHOOL AGED CHILDREN: CASE STUDY

Alves, D., Sousa, M., Martins, S., Rangel Henriques, M.
Faculty of Psychology and Education Sciences of the
University of Porto, Porto, Portugal

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood mental health disorders. Twenty to thirty percent of ADHD children have associated learning disabilities (LD) in reading, writing and arithmetic. This brief case study illustrates how instructional support, in conjunction with interventions targeting parenting practices, self-regulation skills and academic skills, can be used to promote academic success in students with ADHD. Manuel was a boy with ADHD, who displayed weaknesses in academic achievement, namely in reading fluency and written expression. His 4th grade teacher was concerned about his academic progress. Manuel was continually frustrated because he seemed unable to sustain the attention level required for learning. Parent and teacher rating scales confirmed that elevated levels of inattention, hyperactivity and impulsivity were associated with lower grades and poor peer relationships. A multimodal intervention combined medication and a psychosocial and behavioral approach was implemented from 4th grade to the end of 5th grade. The intervention focused on three areas: parenting practices (e.g., empathy, consistency), self-regulation skills (e.g., self-monitoring) and academic skills (e.g., written expression and reading fluency). The intervention was based on four modalities: 1) psychopharmacological treatment (e.g., methylphenidate); 2) individual counselling with the student; 3) psychoeducation with the parents, and 4) school consultation. Parent and teacher rating scales after intervention showed reduced lev-

els of inattention, hyperactivity and impulsivity associated with greater social adjustment. Manuel adapted well to the academic and social requirements of 5th grade and finished the 5th grade with positive results in all subjects. The interventions strategies applied showed improvements in academic achievement and social-behavioral adjustment.

C081. XEQUE IN & OUT: AN INTERVENTION PROPOSAL FOR CHILDREN AND ADOLESCENTS WITH ADHD

Rowcliffe, S., Moreira, M., Pinto, B., Sousa, M., Martins, S.,
Rocha, T., Reis, M., Alves, D.
Universidade do Porto, Porto, Portugal

In general, families have a hard time finding alternatives to school, during the holidays. For children with ADHD it is harder still, as these children experience problems with planning, prioritising, filtering out distractions, focusing on individual tasks, forgetfulness and lack of organisation and thus require specific and intensive intervention to remediate functional impairments and foster adaptive skills. This presentation describes the Xequê In & Out week, an intensive, multi-modal intervention, made up of a partnership between several entities, that aims to meet the aforementioned needs of ADHD children and adolescents by offering a combination of activities that engage children in a fun and hands-on manner, while helping them surpass the challenges of ADHD and develop better social and team work skills. The participants included two groups of children (14) between the ages of 7 and 13: group 1 was made up of children diagnosed with ADHD (n = 8, 7 boys and 1 girl), and group 2 was made up of children without ADHD (guests, n = 6). The activities offered related to science, sport, music and chess, were organised in multiple sessions, at the University of Porto. By the end of the week, the participants had been successful in creating multiple products (e.g., music instruments, toys); had conducted several scientific experiments, applying and observing the principles of the scientific method; had experienced climbing and other sport group based activities; were able to play chess autonomously; and presented a musical concert, using instruments they had created. There is a need to study the impact of these interventions in the future. However, far more research is necessary before widespread use of such interventions would be warranted. The results of research regarding interventions of this kind will have implications for the practice of clinical and educational psychology.

C082. THE CASE OF JOÃO: ATTENTION DEFICIT HYPERACTIVITY DISORDER AND TOURETTE'S SYNDROME COMORBIDITY

Moreira, M., Reis, M., Silva, S., Alves, D., Rangel
Henriques, M.
Universidade do Porto, Porto, Portugal

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by a persistent symptom triad of inattention, hyperactivity, and impulsivity. ADHD children commonly experience

comorbid disorders, such as Tourette's Disorder (TD), which exacerbates the clinical complications of the case. Children with ADHD and TD frequently exhibit behavioral disturbances, poor school performance and impaired executive functioning. This presentation will illustrate a clinical case of a child who suffered from ADHD and TD, which exemplifies the complex web of symptoms caused by these comorbid disorders, as the necessity to evaluate and intervene on a comprehensive framework. João is a child of 11 years old, attending the 6th year, whose parents seek psychological help for his school demotivation and the decline in academic achievement were at the heart of the request presented by the parents. At the end of the process of comprehensive evaluation, a plan of intervention was elaborated that contemplated several domains (cognitive, academic and behavioral), several intervenients (João, family, health and school context) and two modalities of intervention (direct and indirect). Direct intervention was carried out through an individual psychological follow-up, with a weekly frequency and a group intervention, through participation in the Xequé In & Out project. Indirect intervention was carried in articulation with the specialized health contexts and with the psychologist role as a consultant within the family and school context, in order to promote understanding of the problem and the implementation of educational practices and educational measures appropriate to the needs of João. In order to monitor João's evolution, academic and behavioral indicators have been considered, collected from the family and school context. Lastly, the strategies applied show an improvement of not only academic performance, but also its social-emotional adjustment.

S32. PREVENTION OF ALCOHOL USE AND ABUSE AMONG ADOLESCENTS AND YOUNGSTERS IN EUROPE

Chair/Coordinador: Elena Gervilla García
University of the Balearic Islands, Balearic Islands, Spain

Adolescence is a vulnerable time that might entail the beginning of harmful health behaviours. From a public health perspective, the negative consequences and harm related outcomes of alcohol use have been well described, especially in adolescents and young people. In this sense, Prevention Science is a multidisciplinary scientific field that offers a framework to prevent or delay these risk behaviours. Beginning with a prevention taxonomy aimed to understand substance misuse prevention, this symposium will then address some questions related to alcohol misuse prevention in adolescents and youngsters: Are attitudes related to alcohol use? What is the pattern of alcohol use in public settings? And what is the incidence of alcohol use in emergency room services? «Environmental, Developmental and Informational Interventions: A Novel Prevention Taxonomy to Better Organise and Understand Substance Misuse Prevention» will highlight the importance of having a strong organising

classification system to understand preventive initiatives. «Adolescent and young attitude towards alcohol use and drunkenness», will examine the relationship between attitudes towards alcohol related behaviours and young and adolescent drinking and binge drinking patterns. In «Young alcohol use in public settings» we present objective data of alcohol use and perception of drunkenness when adolescents and young people consume alcohol in public settings, and the role that social environment plays in this relationship. Finally, the last communication, «Adolescent and young alcohol use impact in emergency services», describes prevalence of alcohol use and multidrug poisoning during the last ten years, monitored at the University Hospital in Palma de Mallorca, mainly related to the recreational nightlife context. This symposium will offer a complete perspective on prevention science, highlighting the role that the socialization context plays on adolescent and young people's alcohol use as well as the impact that it has on emergency services.

C083. ADOLESCENT AND YOUNG ALCOHOL USE IMPACT IN EMERGENCY SERVICES

Gervilla García, E.(1), Jiménez López, R.(1), Puigurriquer Ferrando, J.(2), Yates Bailo, C.(2), Sesé Abad, A.(1)

(1)University of the Balearic Islands, Balearic Islands, Spain,
(2)University Hospital Son Espases, Balearic Islands, Spain

Alcohol is one of the most commonly used psychoactive substances in adolescence and young adulthood in a recreational context. Official statistics indicate that risky drinking behaviours remain high; and alcohol use in young people is implicated in injuries and is linked to unintended pregnancies, sexually transmitted infections, violence, road traffic accidents, and use of other illicit substances. This study aims to review data of alcohol acute intoxications in adolescents and young adults in an emergency service. We reviewed retrospective data of epidemiologic and care variables related to acute alcohol intoxication (AAI) at the emergency service in the emergency service of a university teaching hospital in Palma (Balearic Islands). A preliminary study (n = 105 adolescents who used the emergency service in 2010 and 2011) showed that 32.4% had seen a specialist due to problems with alcohol use before the AAI episode, 40% of them showed some emergency episode related to intensive alcohol use in the following five years, and, worryingly, 24.8% presented another AAI episode after the first one. We also reviewed medication overdose over time (2007 and 2017) attended by the emergency service (n = 750, 54.3% women, median age = 40 years, range = 12-98) and found that adolescents and young adults accounted for 8.1% (n = 61, 77% women, 60.7% in 2017), and 23% had used drug and alcohol. In general, multidrug poisonings increased (p = .001), especially in the context of recreational drug use by men. Adolescence is a time in which unhealthy drinking habits can form. Effective public health measures and investments to prevent alcohol consumption in adolescents are necessary.