CS45 APEGO Y CALIDAD DE LA RELACIÓN DE PAREJA EN JÓVENES GAY, LESBIANAS Y BISEXUALES

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Una de las formulaciones conceptuales que permite entender el funcionamiento en las relaciones de pareia, es la teoría del apego de Bowlby (1982). Al respecto, existe abundante evidencia que vincula la seguridad del apego con una serie de indicadores de la calidad de la relación de pareja. Sin embargo, esta asociación se ha explorado principalmente en personas en parejas de distinto sexo, existiendo menos evidencia que se refiera en particular a jóvenes gay. lesbianas y bisexuales en pareia, especialmente en el contexto Latinoamericano. El presente estudio examinó la asociación entre las orientaciones del apego adulto (ansiedad y evitación del apego) y una serie de indicadores de la calidad de la relación en jóvenes en una relación de pareja del mismo sexo. Con tal objetivo, 496 participantes completaron el Cuestionario de Experiencias en Relaciones Cercanas, junto a otros instrumentos de auto- informe, orientados a evaluar la satisfacción, la intimidad emocional, la conflanza diádica y el compromiso con la relación. Los resultados obtenidos dan cuenta que la ansiedad y particularmente la evitación del apego se asociaron a menores niveles de satisfacción, intimidad, confianza en la pareja y compromiso con la relación. Se discuten las implicancias teóricas y clínicas de estos hallazgos.

CS46 OPTIMISMO DE LOS NIÑOS, NIÑAS Y ADOLESCENTES Y SU RELACIÓN CON EL APEGO DE SUS PADRES Y MADRES

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Los estudios sobre optimismo han experimentado un crecimiento importante en los últimos 10 años, principalmente por la atención que se le ha entregado a la investigación de factores protectores de la salud mental. Sus beneficios han sido demostrados en numerosos estudios asociándose a bienestar psicológico y físico a lo largo de la vida (Carver et. al, 2010; Mens, Scheler y Carver, 2016). En el marco de los factores asociados, una línea de investigación que ha recibido poca atención en este ámbito es la influencia que ciertas características de los padres y madres tienen sobre el desarrollo de la respuesta optimista en sus hijos/ as. En esta línea argumental, muchos estudios han demostrado que las experiencias tempranas afectan el desarrollo cognitivo, conductual y físico de los NNA (Barrett, et al., 2014; Cohen et al., 2010; Hertzman, C. 1999; Inst. Med. 2000; Jones y Pierce, 2020). En este sentido, se ha reconocido que los primeros años de vida dan forma al desarrollo psíquico posterior del ser humano y que el entorno en el que se desarrollan las primeras relaciones interpersonales juega un rol trascendental en la concepción futura que se tenga del mundo (Fournier, Terradas y Guillemette, 2019; González et al., 2019; Hernángomez, 2002). Asimismo, se ha

evidenciado que la calidad de los vínculos tempranos tiene influencia sobre el desarrollo de distintos aspectos de la personalidad, especialmente en la apreciación que un individuo tiene de sí mismo y en las expectativas respecto de sus relaciones futuras (Bolwby, 1973; Cassidy y Shaver, 2016; Marrero-Quevedo, Blanco-Hernández y Hernández-Cabrera, 2018; Renaud et al., 2019), En este contexto, aportar evidencia que relacione el optimismo en la infancia y la teoría del apego resulta una contribuación a esta línea de investigación, dado que la mayoría de las investigaciones en optimismo se enfoca en la exploración de los efectos de éste y no en los factores que podrían contribuir mejor a su desarrollo. A partir de ello, este simposio ofrece evidencia que propone cómo el apego de los padres y madres puede asociarse al optimismo de sus hijos e hijas.

CS47 APEGO Y SALUD MENTAL EN ADOLESCENTES VÍCTIMAS DE ABUSO SEXUAL INFANTIL ATENDIDOS EN SERVICIOS DE PROTECCIÓN EN EL NORTE DE CHILE

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El objetivo de esta investigación fue evaluar el grado en el cual la inseguridad del apego (ansiedad y evitación) se asocian con indicadores de salud mental en adolescentes víctimas de abuso sexual infantil (ASI). La muestra estuvo compuesta por 59 adolescentes, de los cuales, un 74,6% eran del sexo femenino y 25,4% del sexo masculino. Las/os participantes tenían un promedio de edad de 14 años (DE = 1,76), eran de nacionalidad chilena y fueron atendidas/os en servicios públicos de protección a la niñez y adolescencia pertenecientes al Gobierno de Chile. La investigación se realizó mediante un estudio correlacional, transeccional, basado en mediciones de auto-reporte. De los resultados, se observó asociación positiva estadísticamente significativa entre la inseguridad del apego (ansiedad a y evitación) con los indicadores de salud mental (depresión, ansiedad estado/rasgo y estrés postraumático). Estos resultados pueden ser de utilidad para el diseño de programas de prevención o tratamiento del ASI en adolescentes.

S13 THE TRILOGY OF SOCIAL, EMOTIONAL, AND ACADEMIC FUNCTIONING INTO K-6 EDUCATION

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Research shows that students with healthy social and emotional development are more successful in the workforce and experience greater lifetime well-being. When schools fully integrate social, emotional, and academic development into K-6 education, academic performance improves, students are more engaged in school, and—as a

result-they are more likely to graduate high school and attend and graduate from college. In this symposium, we will present two interventions developed in the field of socio-emotional competencies, as well as researchers that reinforce the association between socio-emotional and academic functioning. from preschool to 6 th grade of schooling. Thus, the first communication will present a program "O Crescer do Ler e do Ser" (The growth of reading and being) developed to promote socioemotional skills in preschool education and results that illustrate associations between socioemotional indicators (emotional knowledge and peer acceptance) and emerging literacy (phonological and print awareness). In the second and third communication, data presented corroborate the association between socio-emotional competencies and academic competence in 2nd and 5th-year students, respectively. The last communication will present "PONTES" (Bridges), a socio-emotional learning program aimed at 5th grade students, with the goal of promoting socio-emotional skills, as well as sharing the preliminary results derived from its implementation. In each of the communications, implications for intervention in educational contexts for research in the field of socio-emotional adjustment and academic success will be highlighted and shared.

CS48 THE INTERTWINING OF READING AND BEING IN PRESCHOOL EDUCATION-PROJECT THE GROWTH OF READING AND BEING

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Early childhood classrooms provide learners with support and structure to develop life-long literacy and social-emotional skills. There are many ways to naturally embed both literacy and social-emotional learning into the classroom. During the preschool period the emergent literacy skills are founded, essential for learning to read and write, as well as socio-emotional skills/ learning, to ensure that children are building and developing social skills and positive emotional self-regulation to support them as they grow up and progress through school. We will present the project "O Crescer do Ler e Ser" that aims to promote school readiness for children who attend the final year of preschool education. This project is developed as part of a partnership between the Faculty of Psychology and Educational Sciences of the University of Porto, the Federation of Parents' Associations of Santa Maria da Feira and with the support of the municipality and encompasses two components of action. The component "Crescer do Ler" promotes the implementation of multilevel interventions on emerging literacy. The component "Crescer do Ser" promotes the implementation of pedagogical routines and practices that promote socio-emotional skills. In the 2020/2021 school year, this project involved the participation of 575 children aged 5 and 6 years, distributed across 67 kindergarten rooms, between 8 School Groups, and 4 IPSS. The implementation of the intervention in the

field of emerging literacy takes place in the light of the RTI model, while in the domain of socio-emotional skills a standardized intervention is carried out. We highlight three major stages: pre and post-intervention characterization, implementation, and monitoring. We will present the results of project implementation, exploring the correlation between emerging literacy skills and socio-emotional skills, as well as some of the developed tools and strategies.

CS49 SOCIOEMOTIONAL AND ACADEMIC COMPETENCE AT SCHOOL AGE

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The relations between emotion knowledge and academic competence have been studied primarily with regard to the model of social-emotional learning which stresses that learning in school is a profoundly social process. This communication aims to analyze the emotional and social predictors of academic competence and identify potential social mediators of the relationship between emotional competence and academic competence, in children from 2nd grade. Participants were 372 children (185 female) between 6 and 9 years of age and 23 teachers. The emotional competence was assessed through an emotion knowledge scale applied individually to each child. Social skills were assessed by teachers through a cooperation and assertiveness subscale. Results show that social skills (cooperation and assertiveness) and emotional knowledge predict academic competence. Emotion knowledge maintained the indirect effect on academic competence, checking cooperation and assertiveness mediators' effects. These results suggest that it's necessary to introduce projects that promote socioemotional learning in the school context because these contribute to positive emotional and social adjustment and potentiate children's academic success.

CS50 SOCIO-EMOTIONAL COMPETENCE AND SCHOOL PERFORMANCE IN THE 5TH GRADE

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Socioemotional competences play a crucial role in the development of attitudes and prosocial behaviors at school context and in the promotion of academic achievement (Durlak et al., 2011; Payton et al., 2008). This investigation aimed to test the predictive role of emotional knowledge and peer acceptance (social and functional) in the academic achievement of 5th grade students. Participants were 222 students (105 males) with ages between 10 and 12 years. In this study emotional knowledge was measured using the Portuguese version of the Assessment of Children's Emotion Skills, peer acceptance was operationalized through the administration of the sociometric questionnaire and academic achievement was calculated using the mean of school grades at the end of the school year.

The results show that emotional knowledge and peer acceptance predict academic achievement. There was also a positive indirect effect of emotional knowledge on academic achievement through functional peer acceptance and a negative indirect effect through social peer acceptance. Family socioeconomic status was positively associated with emotional knowledge and academic achievement. These results confirm socioemotional predictors of academic achievement highlighting the importance of socioemotional learning in children's academic success. In this study will be discussed the implications for intervention in educational and clinical psychology and the contributions to future directions for investigations in the topic.

CS51 IMPLEMENTATION PROJECT TO PROMOTE SOCIAL AND EMOTIONAL SKILLS-PONTES PROJECT

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Research in the field of educational psychology has given increasing and recognized the importance of social and emotional skills. Being a necessity in a specific Portuguese school context, the promotion of these skills among students in the 5th grade, as a way of contributing to their well-being and improving their school adjustment, was implemented a program to promote social and emotional learning (SEL), Participants were 261 students belonging to the 13 classes of the 5th grade of the School from Zona Urbana of Figueira da Foz, Portugal (135 female), aged between 10 and 14 years, (M = 11.2 SD = 0.5). Before and after the implementation of the project, the social and emotional skills and school adjustment of the students were evaluated, together with them, their parents, and class directors. Considering the nature and object of the study, qualitative measures of satisfaction with the project were also collected from students, parents. and class directors, information that presents a strong interpretative concern. From the results obtained, it was possible to infer that, in the classes involved in the project, both students, parents, and class directors revealed satisfaction with the implementation of PONTES, pointing out the project as a good contribution to the development of social and emotional skills among students. It is urgent to raise awareness and provide the Portuguese education system with programs that are aimed at social and emotional learning, empirically validated, which can contribute as an essential tool to address this issue in school contexts.

S14 THE THERAPIST IS PRESENT: THERAPIST FACTORS IN PARENT AND FAMILY INTERVENTIONS

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Evidence-based practice in psychology has been defined as the integration of the research

knowledge with clinical expertise in the context of particular patient characteristics, in fact, evidence-based practice is not solely comprised of well validated, theoretically coherent treatments, found in lifeless manuals. Rather, effective practice occurs through competent therapists who draw from the best evidence available as well as lean on their clinical and personal wisdom. The "therapeutic art" of program delivery is, therefore, at least as important to the program's success as its content. and it is only through the person and actions of the therapist that therapy works. Different meta-analysis have demonstrated that therapist related factors were among the best predictors of youth outcomes and were the most important dropout predictors in child and adolescent mental health care. In the particular field of parent-based interventions, it has been demonstrated that the effective implementation of parenting programs is influenced by therapist factors. Working with complex systems, such as families, may be more demanding and require additional skills from the therapists, making their role even more crucial than in individual-only work. Despite of the importance of therapist factors in family and parent-based interventions, research in this field has been poor, and little is known about the specific therapist related variables that contribute to the outcomes of these type of interventions. In the present symposium, researchers from the field will present their recent studies around therapist's competences and characteristics which have demonstrated to contribute to the intervention process in family and parenting interventions.

CS52 A CORE-COMPETENCY PERSPECTIVE ON FAMILY-BASED INTERVENTION FOR CHILD AND ADOLESCENT MENTAL HEALTH

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There has been a recent shift to a core competencies-based approach to practitioner training, in recognition of the need for guidance in the implementation of evidence-based treatment of mental disorders. This talk will outline the advantages of a competencies-based approach, with a special focus on therapist factors identified as crucial for the effective implementation of family-based intervention. These existing competencies models focus on cognitive-behavioural therapy (CBT) to the exclusion of other evidence-based approaches, or are predominantly focused on child-directed treatment, not family intervention. We therefore propose a new initial model that offers the competencies needed for the effective implementation of evidence-based family intervention for common child and adolescent mental disorders. Our proposed framework provides a foundation for a training curriculum to facilitate the dissemination of evidence-based practice and the assessment of therapist competence and sets out guidance for evidence-based practice guidelines and future research on professional development.