

the RTI - Response to Intervention model. The operationalization of the RTI model requires differentiated and increasingly selective levels of intervention. These levels were defined based on the data gathered in the universal screening developed with each child. The universal screening and the different levels of intervention focused on dimensions associated with subsequent success in reading and writing learning: (i) oral language, (ii) phonological awareness, (iii) quick naming and (iv) knowledge on written language. The project *O Crescer do ler* has promoted an: 1) intervention with kindergarten teachers, school psychologists and parents to increase emergent literacy skills, by means of a preventive and early intervention; 2) an articulation between educational services, based on an ecological and multidisciplinary approach; 3) bringing together politics, research, education and community to promote school success.

C126. THE WRITING PROCESS UNDERSTOOD BY THE PSYCHOLINGUISTIC MODEL: EVALUATION AND THE FACILITATING ELEMENTS FOR THEIR PROMOTION AND DEVELOPMENT

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A number of studies have recently showed that writing is a psychological process. Psycholinguistic researches offers theory and results about the interactions of linguistics structure and cognitive process such as memory and attention. This communication reports on the application of psycholinguistics theory to writing. This case presentation aims to illustrate the operationalization of the psycholinguistic perspective in the assessment and intervention on writing disabilities developed at the subunit of Learning Disabilities (LDU) of the Unit of Psychological Intervention with Children and Adolescents of the Faculty of Psychology and Sciences of Education of University of Porto. The case of João, an eight-year-old child, attending the 3rd grade, will be examined. João was referred by her regular teacher, due to writing difficulties. Besides to these difficulties, João presents lack of autonomy in daily and study routines. Results: Cognitive, reading and writing processes have been assessed. Child Behavior Checklist and Teacher's Report Form have been administered to assess socioemotional functioning. Analysis of the words, clauses, and syntactic structures of the errors suggests that attention, short-term memory and orthographic difficulties limit and constrain João's writing productions. The intervention has been structured in two modalities: 1) direct – individual weekly session with João, 2) indirect – intervention with family and school context, to promote educational measures to respond to the child's needs. In order to monitor João's evolution, a reassessment will be carried out at the end of this school year. This communication presents a rationale for studying psycholinguistic aspects of the writing process and outlines a model of writing, based on a psycholinguistic model of talking.

C127. MATHEMATICS LEARNING DIFFICULTIES: TWO CASE STUDIES

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Several studies show that Portuguese students have a poor performance in mathematical tasks. Therefore, Mathematics Learning Disabilities (MLD) have been receiving increased attention from Portuguese researchers. Math skills are often cumulative in nature, one skill building upon previously learned skills. Thus the effects of math disabilities can also be cumulative. This presentation examines two different cases assessed in Unit of Learning Disabilities (LDU). The first one is an eight years old girl, attending the 2nd grade, referred by her parents, due to behaviour and learning difficulties, specifically in mathematics. The child was assessed in the beginning of second grade. Difficulties in counting, arithmetic and basic mathematical facts retrieval have been identified. Parents were asked to perform some games and tasks to promote child's math skills. The reassessment made four months later showed improvements in those three domains. The second case refers to a twelve years old boy, attending the sixth grade, referred by his pediatrician, due to his severe difficulties in mathematics assessments and a significant discrepancy between maths grades and the other academic subjects. Severe difficulties in retrieving basic arithmetic facts, arithmetic operations (mental and writing) and problem solving have been observed in initial assessment. Hence, this boy has been referred to special education services.

C128. PROMOTING SOCIOEMOTIONAL AND LEARNING PROCESSES: A CASE STUDY

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Learning difficulties tend to have a negative impact on socioemotional development. Children with learning difficulties often exhibit poorer social skills and more socioemotional problems. To illustrate an intervention based on two axis socioemotional functioning and psychopedagogical dimension with Maria, an eight-year-old child, attending the 3rd grade, showing reading and writing difficulties, lack of autonomy in daily and study routines, as well as with her poor social skills. The intervention has been structured in two modalities: 1) direct – individual weekly session with Maria to increase her social skills and autonomy in daily routines, and promote reading and writing processes; 2) indirect – intervention in school, to promote educational measures to respond to the child's needs. In order to monitor Maria's evolution, a reassessment has been performed, when the child was attending the 5th grade. Reading and writing processes have been assessed. Child Behavior Checklist e à Teacher's Report Form have been administered to assess socioemotional functioning. An increase in child's verbal and reading fluency was