

decir que no ante peticiones indeseadas, del 27.8% del grupo de alta y baja autonomía, asciende a un 50% en ambos después de la intervención. Además, el 22.2% del grupo de alta autonomía que cree que cualquier persona tienen derecho a expresar lo que piensa dentro de una pareja afectiva, llega a un 50% tras la intervención, pasando de 16.7% a 27.8% en el grupo con menor autonomía. Así, la intervención parece mejorar la asertividad sexual en parte de la población mostrando también, la importancia de continuar el análisis de metodologías aplicadas que permitan una mejora de competencias, más allá del nivel de autonomía.

### **C078. ABUSO SEXUAL Y DIVERSIDAD FUNCIONAL: ¿CÓMO MEJORAR LAS COMPETENCIAS DEL AUTOCUIDADO?**

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El abuso sexual supone un grave problema de salud pública, especialmente en población con diversidad funcional intelectual. Sin embargo, se han dedicado pocos esfuerzos a mejorar su capacidad para identificar y denunciar el abuso. Este estudio evalúa la eficacia de una propuesta de intervención dirigida a este fin en jóvenes con distinto grado de discapacidad intelectual. Para ello, 25 personas (56% hombres; 44% mujeres) entre 16 y 21 años, distribuidos según su grado de autonomía (36% alta, 36% baja y 28% muy baja), participaron en el programa «EDUCASEX» en grupos diferenciados, si bien solo se obtuvieron resultados fiables en los dos primeros. La intervención se llevó a cabo durante una sesión de dos horas en la que, mediante dinámicas participativas (p.e., análisis de casos), se abordaba la detección del abuso y la adquisición de estrategias de afrontamiento. Las personas participantes cumplieron, previa y posteriormente a la intervención, el cuestionario ICAHAS. Pese a que todos los participantes mejoraron en la detección del abuso sexual, el impacto de esta intervención fue mayor en el grupo con alto nivel de autonomía (22.2% detectaban el abuso pre-intervención frente al 44.4% post-intervención) y más discreto en el de menor (11.1% pre-intervención; 16.7% post-intervención). En el caso de las estrategias de afrontamiento, nuevamente el impacto de la intervención fue notable en el grupo de alta autonomía (22.2% conocían estrategias de afrontamiento del abuso efectivas pre-intervención frente al 44.4% post-intervención) y menos acentuado en el de menor (27.8% pre-intervención; 44.4% post-intervención). Así, esta intervención se mostró eficaz en la mejora de habilidades para la detección y afrontamiento del abuso entre población con diversidad funcional, especialmente entre las personas con mayor autonomía. Esto demuestra la necesidad de seguir profundizando en estrategias de intervención adaptadas que logren buenos resultados entre la población que presenta una mayor necesidad de apoyo.

### **S30. THE IMPACT OF ADHD IN ACADEMIC AND SOCIOEMOTIONAL ADJUSTMENT: MULTIMODAL INTERVENTIONS**

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Attention deficit hyperactivity disorder (ADHD) is one of the most prevalent childhood psychiatric disorders, and its diagnosis is growing among children and adolescents. ADHD, characterized by pervasive and age-inappropriate behavioural development, impulsivity, and hyperactivity, is the most common neurobehavioural disorder among children and youths. In school-aged children, ADHD has been linked to parent-child conflicts and poor academic and educational outcomes. ADHD is also associated with increased use of school-based services, increased rates of detention and expulsion. Children with this disorder often have comorbid conditions such as oppositional defiant disorder, Tourette's Syndrome and learning disabilities, which all adversely impact the family and community. ADHD, one of the most commonly diagnosed psychiatric disorders among school-aged children, continues to create a divide between specialists when it comes to the best course of treatment. The studies using combined therapy are fewer than the ones evaluating the effectiveness of a single type of intervention, but when the results of the existing studies proved positive. Although the results of this research are encouraging, besides being scarce, are usually limited relative to the type of intervention associated to the medication - most frequently behavioural, while other psychotherapy types are less frequently studied. The intervention proposals presented in this symposium through the presentation of three clinical cases and the description of an intensive group intervention, indicate the effectiveness of multimodal interventions. The combination of pharmacologic, behavioural modification, and educational interventions into multimodal approaches, can improve academic and educational outcomes and has proved able to produce superior benefits, as well as a number of complementary effects.

### **C079. THE IMPACT OF ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ON SOCIAL ADJUSTMENT: A CLINICAL CASE**

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Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized, besides the core symptoms of inattention, impulsivity and hyperactivity, by other co-morbid problems (e.g., Oppositional Defiant Disorder and/or Conduct Disorder) and by impairments in the academic, social and emotional functioning. According to the literature, children with this diagnosis may struggle with interpersonal relationships once they may present difficulties in emotional coding and self-regulation, as well in behavioral management in social situations. This communication

intends to present the case of J., a 10 years old boy, student in the 4<sup>th</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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**

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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 4<sup>th</sup> 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 4<sup>th</sup> grade to the end of 5<sup>th</sup> 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 5<sup>th</sup> grade and finished the 5<sup>th</sup> 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**

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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, multimodal 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**

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