

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