



# POSTER 1

## **“ENDIREITA” PROGRAM - CONTRIBUTION OF PSYCHOMOTOR INTERVENTION TO THE PROMOTION OF SOCIOEMOTIONAL SKILLS OF ADOLESCENTS AND YOUNG ADULTS WITH DELINQUENT BEHAVIORS AND IN COMPLIANCE WITH JUDICIAL EXECUTION MEASURES IN THE COMMUNITY**

**Alice de Sousa, Margarida Santos, Mariana Gomes da Silva  
and Celeste Simões**

The topic of delinquency has been the subject of research over time, representing an individual and social problem, which is often associated with socioemotional deficits. This study focuses on evaluating the impact of the "Endireita" Program, aimed at promoting social and emotional skills and reducing the risk of criminal recidivism among individuals serving community-based judicial measures. This program uses psychomotor intervention methodologies, which include playful, expressive, and relaxation activities and body awareness. The program consists of 22 weekly 90-minute sessions, implemented over six months, addressing the following socioemotional domains: Interpersonal Communication, Self-Regulation, and Problem Solving. From 2015 to 2019, the program was applied annually and, in the 2017, 2018, and 2019 editions, a total of 30 subjects, aged between 13 and 29 years, mostly males and of Portuguese nationality, participated. The participants were assessed before and after the implementation of the program, using a quantitative assessment protocol that included several domains within the scope of social and emotional skills, mental health, criminal thinking, and life satisfaction. A qualitative evaluation was also carried out, namely through final interviews. The results obtained indicate individual improvements that meet the intervention objectives, suggesting the effectiveness of the program and its contribution to crime prevention.

**Keywords:** Delinquency, Interpersonal communication, Self-regulation, Problem solving, Crime prevention.



# POSTER 2

## TOOLS USED BY PSYCHOMOTOR THERAPISTS AND OTHER PROFESSIONALS TO DETECT VULNERABLE BABIES

**Anne Taymans**

Following the "Vulnerable Babies" survey conducted by Françoise Dodion and Anne Taymans, psychomotricians, among early childhood professionals (0-2 years) in early 2021.

- Ø Tools for observing early warning signs exist, are they known by front-line professionals?
- Ø How are these observation tools used and what follow-up is given to the observations?
- Ø Could better information promote, if necessary, a follow-up, particularly psychomotor, from the first months of life?

A maximum number of so-called front-line professionals were contacted: childcare workers, nurses, doctors, paramedics, team coordinators, animators, psychologists, etc.

We propose to communicate a first analysis of their answers.



# POSTER 3

## EARLY PSYCHOMOTOR STIMULATION: PREVENTION IN PSYCHOMOTOR PRACTICE

**Carmen Sandu and A. Matias**

Early psychomotor stimulation is a preventive approach that should be applied as early as possible and preferably before the age of 3. The main objectives of applying this approach are: the promotion and stimulation of the domains essential for development; prevention and minimization of any weaknesses discovered in development, and strengthening of acquired competencies.

This approach was developed in several groups of children aged ranging from 0 to 3 years old. Through psychomotor intervention, the goal was to meet the children's developmental needs, with a program of early psychomotor stimulation and psychomotor stimulation program and also with the elaboration of three booklets of early psychomotor stimulation for educators and assistants.

The methodology and intervention strategies were different from group to group taking into account the average age of the group. group, taking into consideration their average age. We chose to carry out 30-minute sessions that took place in the morning sessions that took place in the morning, twice a week, for eight months. The children were evaluated through a developmental inventory, which was implemented at the beginning of the sessions. was implemented at the beginning of the sessions, and was filled in during the first three sessions sessions and at the end of the stimulation period, more specifically in the last three sessions.

Thus, through the implementation of this approach it was possible to observe in all the and evolutions in the motor, cognitive, social, and language domains. language. Considering that the implementation of activities rich in stimuli, teamwork teamwork, the promotion of a welcoming environment, and the provision of strategies and tips strategies and tips were an added value in this therapeutic process.

**Keywords:** Early psychomotor stimulation, psychomotor prevention, child development, FMH.



# POSTER 4

## ASSESSMENT OF DISABILITY DEGREE IN POST-STROKE PATIENTS: CORRELATION BETWEEN GERONTOPSYCHOMOTOR EXAMINATION AND OTHER FUNCTIONAL DISABILITY ASSESSMENT SCALES

**Daniela Gomes, Ana Catarina Fonseca  
and Ana Rita Bodas**

**Introduction:** Stroke is one of the main causes of disability, and it is extremely important to apply psychomotor assessment tools to measure the consequences of this disability. The main objective of this study was to evaluate whether the Gerontopsychomotor Examination (EGP), applied in the acute phase of stroke, is a better predictor of functional independence and quality of life at 3 months, compared to the National Institute of Health Stroke Scale (NIHSS), the Barthel Index (BI) and the Functional Independence Measure (FIM).

**Methods:** Sample of stroke patients admitted to a Stroke Unit. At hospital discharge they were assessed with the modified Rankin Scale (mRS), the NIHSS, the BI, the FIM and the PGE. At follow-up visits they were reassessed with the mRS and assessed with the Stroke Quality of Life Scale (StVA-Quality of Life Scale). Receiver operating characteristic (ROC) curves were determined to define the best predictor of functional independence and quality of life at 3 months.

**Results:** We included 29 patients with a mean age of  $75.28 \pm 8.70$  years. Most suffered an ischemic stroke in the right middle cerebral artery territory of undetermined etiology. Only 21 patients completed the study. In determining the best predictor of functional independence and quality of life at 3 months, higher area under the curve values were obtained with the PGE,  $0.91 \pm 0.08$  and  $0.97 \pm 0.04$ , respectively.

**Conclusion:** A better psychomotor performance at hospital discharge is related to a better level of functionality in post-stroke patients at 3 months.

**Keywords:** Stroke, Gerontopsychomotor examination, Functional disability, Quality of life.



# POSTER 5

## THE EFFECTS OF A PSYCHOMOTOR RELAXATION PROGRAM ON HEALTH AND WELL-BEING INDICATORS AND THE AFFECTIVE BODY EXPERIENCE OF BREAST CANCER SURVIVORS

**Daniela Guerreiro and Guida Veiga**

1) Introduction: With scientific and technological advances, there has been an increase in breast cancer survivors. In this sense, psychomotor relaxation emerges as a therapeutic response able to consider the specificity and provide better management of the phase of cancer survival. 2) Objectives: To identify the feasibility and effects of a psychomotor relaxation program on health and well-being indicators and the affective experience of the body in breast cancer survivors. 3) Method(s): Eighteen ( $51.67 \pm 8.20$ ) breast cancer survivors participated, who were divided into an experimental group, Psychomotor Relaxation Group (PRG), which participated in a psychomotor intervention for 8 weeks (bi-weekly frequency), and a Control Group (CG), which maintained their usual routines. The feasibility and effects of the intervention on physical and mental health indicators, social well-being, and the affective experience of the body were evaluated. 4) Results: The program showed good indicators of feasibility and tolerability. Compared to the CG, after the intervention, the PRG showed better indicators ( $p \leq 0.05$ ) of physical health (vitality, physical domain, fatigue) and mental health (psychological domain, emotional performance, mental health, anxiety, hostility, inertia, vigor), social well-being (social function), and affective body experience (emotional awareness, self-regulation, trusting the body, body appreciation). In the last session there was a significant decrease in cortisol concentrations. 5) Conclusions: The results suggest that psychomotor relaxation is a feasible, well-tolerated, and beneficial non-pharmacological approach to health, well-being, and affective body experience in breast cancer survivors.

**Keywords:** Psychomotor Relaxation, Mind-Body Therapies, Interoceptive Awareness, Cortisol, Affective Body Experience.



# POSTER 6

## PSYCHOMOTOR INTERVENTION IN THE PROMOTION OF SOCIOEMOTIONAL SKILLS IN ADULTS WITH PSYCHIATRIC DISORDERS IN A SOCIO-OCCUPATIONAL CONTEXT

**Diana Casado and Celeste Simões**

Psychomotor intervention based on activities that promote social and emotional skills is a strategy for the population with psychiatric disorders, since they aim at increasing communication skills, the acquisition of social skills and problem-solving skills (Probst & Vliet, 2005). Psychomotor intervention, with the purpose of developing social and emotional skills, promotes healthy interpersonal relationships and, thus, contributes to the subject's well-being (Loureiro, 2013). This study took place at the Associação de Reabilitação e Integração Ajuda (ARIA), in the Fórum Socio Ocupacional de Lisboa (FSO), which integrates people with psychiatric disorders aged between 16 and 50 years, with a moderate degree of autonomy and aims at the social and professional integration of its users. The psychomotor intervention lasted 6 months, with sessions lasting 60 minutes, on a weekly basis. The group was composed of 15 individuals, aged between 18 and 57 years old. The initial and final evaluations were carried out, and the results were compared. It was verified that all the objectives established for the intervention showed improvements between the two moments of evaluation. With regard to the Structured Learning Checklist of Social Skills (Goldestein, Sprafkin, Gershaw & Klein, 1980; translated by Simões & Matos (1999). Adapted by Pais (2009) and Frazão, 2015), the users' results showed little variation between the two assessments, with slight changes. The Basic social skills, Advanced social skills, Alternative aggression skills, and Skills for coping with stress showed a slight increase, with a maximum variation of 0.8. On the other hand, in the technicians' results, it was possible to observe a greater variation between the two moments of assessment, and an increase in the average score in all the competencies assessed. Through the application of the instrument Behavioral Evaluation System of Social Ability (Caballo, 1987 translated and adapted by Diniz & Mateus, 2008), it was possible to verify that there was a slight increase in the average score in all components. The verbal components showed a higher variation of the mean value and, on the other hand, the non-verbal components showed the lowest variation. Although the variations between the initial and final evaluation were minimal, the results support the importance of psychomotor intervention in the promotion of social and emotional skills among the population with mental disorders, since social functioning is one of the most compromised areas in this population.

**Keywords:** Psychomotor Therapy, Social-Emotional Skills, Mental Disorders, Mental Health, Schizophrenia, Bipolarity, Socio-Occupational Context, Adults.



# POSTER 7

## SCREENS AND HANDWRITING - SUPPORT TECHNOLOGIES IN PSYCHOMOTOR INTERVENTION

**Glória Pereira and Graça Faria**

Students who start the 1st cycle of basic education, for multiple reasons, present difficulties in the graphomotor component of writing that affect their school performance, compromising their quality of life. The assessment in "arena" using assistive technology (AT) has contributed to implement its use, in which there is an improvement in functionality and, consequently, in handwriting skills after intervention. This poster aims to identify AT to be used in psychomotor intervention with students identified by teachers with severe difficulties in the acquisition of manual writing (crispness, fatigue, disinterest, avoidance, among others). In our daily experience with students in a specialized AT assessment and resource center, we have observed that through the use of AT, it is possible to provide activities that are reassuring for students at an early stage of psychomotor intervention with the goal of developing the acquisition of manual writing in a pleasurable way. Technological development has improved the accessibility of screens and programs, providing digital tools considered AT that can facilitate the mastery of manual writing.

In the poster we will address the Decree-Law No. 93/2009 of April 16, the Regional Legislative Decree No. 24/2018/M of December 28 and consequent orders where the framework of the psychomotor therapist in the AT area appears; the Decree-Law No. 54/2018 of July 6 and the Regional Legislative Decree No. 11/2020/M of July 29 which include the use of AT as a universal measure in teaching strategies and adaptations in the process of student assessment.

**Keywords:** Writing, psychomotor intervention, assistive technologies, functionality, quality of life.



# POSTER 8

## MOTOR SKILLS AND GRAFOMOTOR SKILLS IN CHILDREN OF THE 2ND YEAR OF SCHOOLING

**Helena Coradinho, Filipe Melo, Hans-Leo Teulings  
and Ana Rita Matias**

**Introduction:** At school age, children are involved in pencil and paper tasks for a large part of their day, and writing is a determining factor in their academic success. However, a significant percentage of children (12-30%) have difficulties in writing, which is one of the main reasons why they benefit from psychomotor intervention at school age. **Objective:** The aim of this study was to characterize and compare, according to age and gender, the motor skill and the quality and speed of writing in 2nd grade children. **Methods:** The sample included 58 children (22 boys and 36 girls) with mean age of 7.24 years ( $\pm 0.35$ ) from several schools in the district of Évora. The Movement Assessment Battery for Children - 2 (MABC-2) and the Rapid Assessment Scale of Writing in Children (BHK) were used to assess motor skill and writing quality and speed, respectively. Features of the writing process were assessed using a Wacom tablet and MovAlyzer software. **Results:** The results are currently being analyzed. **Conclusions:** This study is of paramount importance for early identification of writing difficulties and development of more effective interventions.

In the poster we will address the Decree-Law No. 93/2009 of April 16, the Regional Legislative Decree No. 24/2018/M of December 28 and consequent orders where the framework of the psychomotrician in the AT area appears; the Decree-Law No. 54/2018 of July 6 and the Regional Legislative Decree No. 11/2020/M of July 29 which include the use of AT as a universal measure in teaching strategies and adaptations in the process of student assessment.

**Keywords:** Motor competence, writing quality and speed, product and process, schoolchildren.





# POSTER 9

## PSYCHOMOTOR THERAPY ASSESSMENT - BRIGHT MIND PROJECT

**Isaac Pavão, Ana Fonseca Félix and Cristina Espadinha**

The evaluation in psychomotor therapist is of significant importance, allowing not only the establishment of therapeutic goals, but also provides a tool for communication with the rest of the educational, therapeutic and family community. Therefore, the evaluation should also be thought of as a clear communication for the various agents involved, while maintaining the genesis of psychomotor language. Thus, its specificity should be reflected and analyzed in a global way, allowing the establishment of protocols, important especially in multidisciplinary work, as well as particular, taking into account the suitability of the subject in question. However, as psychomotor therapy is an area still being implemented, there is a lack of standardized specific instruments and dissemination of assessment protocols.

This presentation aims to analyze the psychomotor therapy assessment protocol used in a multidisciplinary school-based professional project - the Bright Mind project. After a brief description of the project, a survey will be made of the basic evaluation protocol in psychomotor therapy, taking into account the monitoring and framing both in the team and in the school community. Additionally, the instruments applied and their justification will be presented. To facilitate the understanding of this protocol, a particular analysis of a case will be made, including the presentation of the referral, evaluation and framework in the team, school and family.

Finally, a reflection will be made about the importance of evaluation in psychomotor therapy within a school project, as well as questions about the importance of systematization of results and protocols in this area.

**Keywords:** Evaluation protocol, multidisciplinary work, psychomotor therapy in school environment.



# POSTER 10

## PSYCHOMOTOR RELAXATION IN WOMEN WITH BREAST CANCER - AN INDIVIDUAL INTERVENTION PROPOSAL

**Joana Oliveira, Marta Fonseca and Graça Duarte Santos**

1) Introduction: Women with breast cancer experience a multitude of concerns that burden their daily lives, affecting their quality of life. The psychomotor relaxation, by its characteristics may contribute to an improvement in quality of life, and may be a mitigating response to the effects associated with breast cancer treatment. 2) Objective: To examine the effects of relaxation mediated by therapeutic touch on the quality of life, and on the health indicators (pain, anxiety and cortisol concentrations) of women with breast cancer in the treatment phase. 3) Methodology: 23 women with breast cancer participated, 10 in the control group ( $53.08 \pm 5.95$ ) and 13 in the experimental group ( $61.70 \pm 10.09$ ). The experimental group experienced an individual bi-weekly touch-mediated relaxation intervention over 8 weeks. The control group maintained their usual routines. An assessment of quality of life and health indicators was performed before and after the intervention. 4) Results: At the end of the program, the experimental group verified significant improvements, in terms of decreased Fatigue ( $p=.039$ ), Health and Quality of Life perspective ( $p=.020$ ) and decreased cortisol concentrations ( $p=.046$ ). 5) Conclusion: The results suggest that relaxation using therapeutic touch may be a beneficial therapeutic approach for the treatment phase of breast cancer.

**Keywords:** Breast Cancer, Psychomotor Therapy Relaxation, Quality of Life, Cortisol.



# POSTER 11

## THE HORSE AS A MEDIATOR IN PSYCHOMOTOR INTERVENTION

**Madalena Castelhana and A. Matias**

The horse, being an animal that reacts immediately to stimuli and due to its other behavioral characteristics, practically devoid of reasoning, responds to human non-verbal language, which is conditioned by their emotions. This is an important agent in the development of social skills and relational capacity of the person, who must learn to adapt and control his behaviors and emotions, which will be mirrored in the animal's reactions.

The proprioceptive stimuli emitted by the movements of the horse's different gaits, as well as the sensory stimuli inherent to contact with it, have been shown to be an important factor in therapy.

In the horse's management operations, such as cleaning and feeding, several routines, autonomy, and/or teamwork, among other skills, can be developed.

All the skills acquired using the horse can be transferred to daily life. Since the main goal of psychomotor therapy is to promote the maximum adaptation to the environment and autonomy possible for each individual, and that the relationship is a fundamental factor of this therapy, combining psychomotor therapy and the horse can be advantageous.

**Keywords:** Horse, psychomotor therapy, horse-assisted therapy.



# POSTER 12

## A PAIR AND STEP WITH OUR CHILDREN

**Catarina Sécio, Mafalda Correia and Sofia Gonçalves**

Parents are the child's first educators and, as such, their active involvement is crucial to their children's development process. The present questionnaire, realized within the bachelor's and master's Internship Activities, in Psychomotor Rehabilitation, from the Faculty of Human Kinetics, University of Lisbon, is born with the aim of understanding the parent's perception regarding the importance they attach to daily routines, as a means of promoting child's development. The project involves a total of 101 participants, aged between 22 and 52 years old, whose children are up to 6 years old. The results show the large percentage of parents (98%) who consider daily routines as important for the promotion of child development, being autonomy and responsibility the great contributions that they believe routines can enhance. Daily moments such as hygiene, free play, or meals, are the most mentioned by participants as appropriate to stimulate child development, and the use of strategies that revert to autonomy and responsibility in the task, are the most mentioned by parents. The present study also allows to reveal the interest, by the participants, to deepen the theme of child development, attached to daily routines as a means of promoting it, with special focus on behavioral issues and autonomy in problem solving, so that the psychomotor therapist can have an important role in these issues, promoting actions or materials that can meet family needs and interests.

**Keywords:** Child development, family environment, daily routines, development stimulation.



# POSTER 13

## SOCIOEMOTIONAL LEARNING: PSYCHOMOTOR INTERVENTION IN SCHOOLS TO REDUCE BEHAVIOR PROBLEMS AND IMPROVE ACADEMIC SKILLS

**Marília Braga, Diana Pereira and Celeste Simões**

This study aimed to determine the impact of a psychomotor intervention as a strategy to promote social and emotional skills in 35 school children between the ages of 6 and 11 years old. It was used as assessment tools the Strengths and Difficulties Questionnaire (SDQ) and the Social Skills Rating Scale (SSRS-k6). According to the evaluation of the teachers and children, the results are indicative of significant improvements in the behavioural and hyperactivity problems, as well as, the level of prosocial behaviour by evaluating teachers and parents ( $p < 0.05$ ). Through the teacher's evaluation there were also some significant improvements in social skills, internalizing behaviour problems and academic skills ( $p < 0.05$ ). The results appear to support the potential of psychomotor intervention as a strategy in the promotion of social and emotional skills among child population.

**Keywords:** Children at risk, Social behaviour, Psychomotor intervention, Social and emotional skills, Academic competence.



# POSTER 14

## INTERVIR PROJECT: PSYCHOMOTOR THERAPY AT SCHOOL AND DAYDREAMING

**Marília Braga**

"Psychomotor therapy in the School" is designed to overcome childrens difficulties in symbolic processes, memory and emotional management, attention and perception difficulties, behavior, self-regulation and other executive functions and psychomotor problems per se.

The Psychomotor intervention aims to help the child to experience his body in a harmonious way, improves peers and environment relationship in order to enhance their overall development and, consequently the learning process. It works with proposals mainly in motricity area, using the verbal and non-verbal components of communication, thus enabling children to mobilize internal resources, reinforce their identity, regain self-confidence, improve personal interactions, motor responses and problem solving.

"Sonhar acordado" is an intervention designed for pre-school children (toddlers) that aims to improve learning processes of acting off management and body expression in an early age so that the child recognizes feelings and emotions through body sensations. It is a moment of relaxation and tranquility, through the awareness of tonic states, regulation of internal rhythm and harmonization of the body as a whole.

**Keywords:** Psychomotor therapy, intervention, behavior, global development, relaxation, mindfulness.



# POSTER 15

## POOR MOTOR PERFORMANCE - DO PEERS MATTER? THE IMPORTANCE OF PSYCHOMOTOR THERAPY FOR CHILDREN'S MENTAL HEALTH

**Olivia Gasser-Haas**

Internalizing problems are particularly frequent mental health problems among children with poor motor skills. Mancini et al. (2016) hypothesized, that experienced environmental factors such as peer problems of children with poor motor skills appear to be more responsible for internalizing problems than poor motor coordination itself. However, these environmental factors of children with poor motor skills as well as specific peer relational protective factors such as popularity and friendship quality are still insufficiently researched.

For this reason, the present study investigated the mediating role of peer problems in the association between motor performance in daily activities and internalizing problems, the role of children's popularity as a mediator, and best friendship quality as a moderator of the effect of motor performance on both peer problems and internalizing problems. A total of 189 children (48.6% females) aged 9-11 years ( $M_{age}=9.69$ ,  $SD_{age}=0.46$ ) participated in the study. Parents reported on their child's motor performance in daily activities, their peer problems, and internalizing problems. Children completed questionnaires on their self reported popularity and their best friendship quality.

Results of a structural equation model suggest that peer problems fully mediated the association between motor performance in daily activities and both popularity and internalizing problems. However, no evidence for the mediating effect of popularity and the moderating effect of friendship quality was found.

Psychomotor therapies can make an important contribution to supporting children with poor motor performance in their relationships with peers, improving their motor performance, and preventing the negative impact on the mental health of affected children.

**Keywords:** Motor performance in daily activities, internalizing problems, peer problems, psychomotor therapy.



# POSTER 16

## ASSESSMENT OF COORDINATION DEVELOPMENT DISORDERS: STUDY OF THE METRIC PROPERTIES OF THE COORDINATION DEVELOPMENT DISORDER IDENTIFICATION QUESTIONNAIRE

**Rita Costa and Ana Rodrigues**

The Developmental Coordination Disorder Identification Questionnaire (DCDQ7) is used internationally to assess motor performance and impact on daily life activities (criterion B of DSM-5), for the identification of Developmental Coordination Disorder (DCD), allowing, through a multidisciplinary team, a more accurate diagnosis. The aim of the present study is to contribute to the validation of the DCDQ7 for the Portuguese population by studying its psychometric properties. Following a previous study 1, we now intend to study the Construct Validity, through exploratory factor analysis, and the Reliability, through Cronbach's alpha for Internal Consistency and test-retest for Temporal Stability. The DCDQ7 is a questionnaire for parents, considered useful in the process of identifying developmental and movement difficulties, that is, in identifying slight motor problems, for children between 5 and 15 years of age. This questionnaire, composed of 15 items grouped into three distinct domains, Control During Movement, Fine/Motricity and Global Coordination, and classified on a 5-point Likert scale, counted on 222 answers (at the date of this summary) from parents/guardians, taking into account the behavior of their children/children. This instrument was shared online, by sending a link. A sample of the community was used. Data collection is still in progress, so the analysis of the results, using the aforementioned tests, has not yet been carried out.

**Keywords:** Questionnaire, Developmental Coordination Disorder, Psychometric Properties, Construct Validity, Reliability.





# POSTER 17

## **PSYCHOMOTOR THERAPY AND PRAXIC FUNCTION: FRONTAL ASPECTS TO CONSIDER WHEN EXECUTING GESTURES IN PEOPLE WITH INTELLECTUAL DISABILITIES**

**Sara Pinto and Yamisel Chong**

Motor performance has been related to executive functioning, pointing to the presence of common elements between motor performance (specifically in locomotion and object manipulation) and executive functions, related to planning, monitoring, error detection and correction (Livesey, Keen, Rouse & White, 2006; Piek et al., 2004), while taking into account the processes underlying movement performance, typical of the praxis function. In this sense, the poor performance of individuals with intellectual disability (ID) in tasks of imitation of gestures (movements) has been mentioned, where their performance, despite achieving the goal of most praxis tasks, is characterized by a high number of space and time errors, which may be related to a lower level of planning, control and correction of intentional movement (Pinto et al., 2016). This fact, associated with difficulties in inhibiting the gesture performed under verbal order by imitating it, seems to suggest the involvement of executive components, raising questions about a possible relationship between praxis and executive function in gesture imitation. The purpose of this study is to analyze the relationship between praxis function and components of executive functions in a population with ID.



# POSTER 18

## PSYCHOMOTOR EDUCATION PROJECT IN PRE-SCHOOL EDUCATION: A PROJECT AT THE INTEGRATED BASIC SCHOOL OF PRAIA DA VITÓRIA

**Sara Sarroeira and Carolina Costa**

Psychomotor therapy intervention, in its educational aspect, is presented as a promoter of global development and of the learning potential of the preschool child. It increases communication skills and strengthens self-esteem and identity affirmation. This project "Psychomotor Education in Preschool

school" takes place in the Escola Básica Integrada da Praia da Vitória (EBIPV) and has as main objectives to promote psychomotor development and learning potential of children in pre-school education, raise awareness among the teaching community of pre-school education for the importance of psychomotor education at this stage of education and child development and early detection of cases of children with disorders in their psychomotor development.

The project is aimed at children aged 3 to 5 years old attending EBIPV's Kindergartens, as well as their educators, and is in its 9th year of implementation.

Periodic follow-up meetings (with planning, training, reflection and evaluation objectives) are held with the registered educators, in which 12 psychomotor education sessions are provided in phases. These sessions are held on a weekly basis. Each session is held twice, for a total of 24 weeks. This year the sessions presented are based on the proposals of Riaño, B. (2008). These sessions are implemented by the registered educators. Information is collected on the psychomotor skills of all participating children before and after the 24 weeks of implementation.

The results indicate that in all assessed items there is an increase in the number of children who evolved positively in that item.

**Keywords:** Psychomotor therapy, child, school, prevention.



# POSTER 19

## PERSONAL TRAINING OF THE ONLINE PSYCHOMOTOR THERAPIST

**Maria de Lourdes Benavides Magalhães and Susana Cabral**

Based on my face-to-face experience as a body trainer in psychomotor therapy at the UECE's post-graduation program for almost 10 years, I carried out the online continuity of the independent Body Personal Formation group (with more than 30 members), of which I was a face-to-face facilitator for 4 years. The purpose of the poster is to provide continuity to the personal and professional formation, as well as to offer emotional support during the Coronavirus pandemic.



# POSTER 20

## THE ROLE OF PSYCHOMOTOR INTERVENTION IN EARLY AGES IN A TEMPORARY RECEPTION CENTER: CASE STUDY

**Marisa Gaitto and Ana Rita Matias**

This paper exposes and analyzes a case study of a 3 year old male, living in the Temporary Fostering Center I of the Associação dos Amigos da Criança e da Família "Chão dos Meninos" and institutionalized due to parental neglect for over 2 years. It intends to make known the importance of the psychomotor's role in this type of institutional context and to verify and describe the effect of the psychomotor intervention with the case study. The psychomotor intervention occurred individually, lasting five months and on a bi-weekly basis. It aimed to attenuate the weaknesses presented by the child, mainly at the level of expressive language, through spontaneous play. At the end of the program, improvements were visible, although slight, given the interruption in attendance due to the COVID-19 pandemic. However, the importance of psychomotor intervention in a Temporary Foster Care Center proved to be quite relevant and essential, especially at early ages.