

10TH INTERNATIONAL CONGRESS OF THE EAMHID Florence, September 9-11 2015 INTEGRATING DIFFERENT APPROACHES IN THE NEURODEVELOPMENTAL PERSPECTIVE

ABSTRACT BOOK

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Objectives: The aim of this study is to elaborate trans-cultural adaptation of the Health of the Nation Outcome Scales for people with Learning Disabilities (HoNOS-LD) for use among French-speaking adults with intellectual disabilities (ID). **Methods:** The adaptation process includes English to French back-to-back translation and the examination of validity and reliability of the translated tool. Two psychologists, ID specialists, translated the HoNOS-LD into French. Then, the first French version was sent to a psychiatrist and to a psychologist, both English-French bilingual, who back translated the questionnaire into English. The version was then compared to the original version, and, the French translation was improved, in order to avoid discordances. The final French version was completed by two raters, the first of whom also completed the Aberrant Behavior Checklist (ABC) for six participants presenting severe ID and challenging behaviors.

Results: The back-to-back translation process highlighted only few differences between the original version and the back translated version. The French version of the HoNOS-LD showed good inter-raters reliability and concurrent validity characteristics, considering the small sample size.

Conclusions: Preliminary results suggest that the characteristics of the French version of the HoNOS-LD are comparable to the original version. Thus, this tool seems to be an useful instrument to monitor behaviors and functioning of French-speaking adults with ID.

EDUCATION, REHABILITATION AND EMPLOYMENT

A SPECIAL FONT FOR SPECIAL READER: THE "EASYREADING" FONT AS A COMPENSATING TOOL FOR CHILDREN WITH DYSLEXIA AND READING IMPAIRMENT

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Objectives: The role of visuospatial attention and perception effects like crowding on the reading performance are well known in literature. Recent studies show that they are responsible for the reading slowness characteristic of developmental dyslexia. The present study tested speed and accuracy of 553 fourth-grade readers to show that crowding can be eliminated by changing the font also in dyslexic children.

Methods: The sample group was composed of 533 fourth-grade students (282 males and 251 females; average age 9.5 years). Four groups were selected according to their reading ability: 426 children with no reading problems, 27 with some difficulties in

reading, 54 dyslexic and 26 which required further investigations on their intellectual functioning. Two different texts were presented, randomly chosen: one written in classic Times New Roman font and the other in EasyReading™. We compared the performance in both tasks using T-test for paired samples.

Results: Reading fluency significantly improved within all groups when the text was presented in the EasyReading™ read 2.99 syllables per second version. Normal readers scored 4.44 syllables per second ($t(428)=-30.52, p<0.001$). Dyslexics read 3.19 syllables per seconds ($t(53)=-8.64, p<0.001$). Children with reading difficulties read 2,90 syllables per second ($t(26)=-6.82, p<0.001$). Finally students with low CPM read 2.99 syllables per second ($t(25)=-4.77, p<0.001$). Reading accuracy significantly improved for the dyslexic group ($t(425)=-3.43, p<0.001$) and for the one with reading difficulties ($t(26)=0.74, p<0.001$).

Conclusions: Results show a statistically relevant difference between performances undertaken with the EasyReading™ font as opposed to Times New Roman. The improvement in reading fluency is clinically significant too: an improvement of 0.52 in excerpts surpasses the natural annual improvement of no treated dyslexic children. **References:** Martelli, M., Di Filippo, G., Spinelli, D. & Zoccolotti, P. (2009). Crowding, reading, and developmental dyslexia. *Journal of Vision*, April 17, 2009, vol. 9 no. 4 article 14; Zorzi, M., Barbiero, C., Facoetti, A., et al. (2012). Extra-large letter spacing improves reading in dyslexia. *PNAS*, 109(28), 11455–11459.

[Correction added on 25 August 2015: In the print version, the Abstract above was wrongly listed under the section 'Oral Communication' and as the last abstract of 'ASSESSMENT, DIAGNOSIS AND CLASSIFICATION'. The online issue has now been updated.]

Regular Symposium

ODA: REHABILITATIVE EXPERIENCES FOR ADULTS WITH INTELLECTUAL DISABILITY

rationale not provided.

ANIMAL ASSISTED THERAPY, 4 PAWS AND 2 FEET: 6 STEPS TOWARD A DIFFERENT FUTURE

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Objectives: The major objectives of animal assisted therapy are psychological-educational (therapy of behavior disorders, especially in children with bad or poor socialization, insufficient school performance, insecurity, etc.); reduction of aggressiveness in critical situations (prisons, criminal mental homes, reformatories, etc.); psychiatric, (autism); therapy and prevention of Depressive Syndrome of elderly subjects and anxiety; medical (convalescence, arterial hypertension,