

International day of persons with disabilities

Alessandro Frolli¹, Angelo Rega² and Luigia Simona Sica²

¹*Università degli Studi Internazionali di Roma (UNINT), Rome, Italy*

²*Università degli Studi di Napoli Federico II, Naples, Italy*

Introduction

The congress held in Rome at the University of International Studies - UNINT was articulated during the World Day of Disability in two moments, 2-3 December 2022 and saw as the main theme the dissemination of the results achieved so far by the various projects implementing tools for disability. The main focus of the conference was the resonance that new technologies have within the learning processes and how they can facilitate skills such as social skills and soft skills that appear commonly deficient in neurodevelopment disorders.

The outputs related to the state of the art and the strategic choices taken by various researchers for the development of prototypes useful for experimentation were presented. The aim of the project is to raise awareness of the question, disseminate what is the status quo, share studies and works carried out and design, implement and evaluate the effectiveness of multi-sensory learning experiences, immersive and meaningful with the use of virtual reality and to verify if students reach higher levels of participation in cognitive activities. It also exposed the impact of Artificial Intelligence as a significant tool to support disability. The analyzed instruments have also been investigated with a very different connotation from the mere support to disability but as potentially usable elements in the ordinary development of children. The conference was born under the term inclusion and integration that constitute the file rouge that modulates research, interventions and studies.

The first session included an intervention by the main support fund against educational poverty that gave a general overview of the current situation in Italy. It was followed by a focus on developmental disorders and intervention strategies in neuropsychological and behavioral settings. The session ended with the dissemination by young researchers of educational and behavioral interventions based on the application of new technologies such as the use of Virtual Reality in children with DSA or Videomodeling in ASD.

The second session starts from the approach of lifelong learning by introducing principles of developmental psychology and self-determination, passing through the formation of the concept of identity in adolescents with disabilities. Then great resonance will have the treatment of the IQ, adaptive quotient and an overview on intellectual disability and the most positively impacting tools. The second session ends with a focus on tools such as Artificial Intelligence and their contribution in the typical and atypical development in childhood. Finally, projects were presented in collaboration with various universities in the country that have demonstrated the commitment to carrying out published scientific studies on the positive impact of virtual reality.