



L S E O Q H P A ! I E K I F N
A ? I S P E E C H ! N A N D E
H I L A N G U A G E O E L C ?
A L B P W I T H E R A P Y L
Q S ! Y A T O P L ? Z U H B V
Z O R T H O P H O N I E T I M
A ? N F H Q T E P L A N ! N C
E U R O P E A N H ? J D O N Z
C P L O L N A E O A L P W N !
C O N G R E S S K ! L P E R O
8 & 9 M A Y 2 0 1 5 N W E ! T
F L O R E N C E Q P ? J A O E
I T A L Y N A O D N E H M O Q



BOOK OF ABSTRACTS

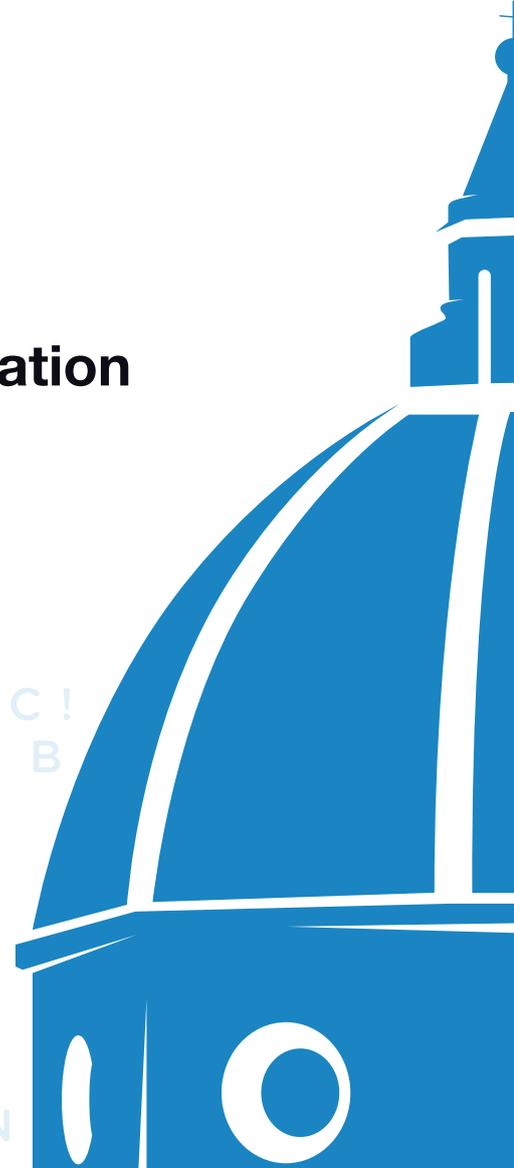
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However, we should increase the sample of dyslexics to have statistically significant data and it will be the subject of future studies.

P2.15

LITERACY IN THE BRAZILIAN UNIVERSITY: STUDENTS WITH LANGUAGE DIFFICULTIES

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Introduction: In Brazil, 38% of university students show some kind of difficulty in reading interpretation and written production. Considering that this reflects the profile of typical students, what can one say about those who may have learning difficulties as a consequence of many possible kinds of disorders: hearing or visual impairment, global development disorders, dyslexia, language impairment and so on? In this sense, learning difficulties may influence the student's performance in reading interpretation and written production affecting significantly their permanency in the universities. However, what exactly are these difficulties and what are these students' literacy practices?

Objective: The aim of this work is to analyze the literacy practices of the university students with interpretation and written production problems and the difficulties related to such practices.

Methods: This is a qualitative research based on semi-structured interviews with students who had reported difficulties in their academic activities. To emphasize our holistic and historic-cultural approach, family members were interviewed as well. Five students from a public university in Brazil took part in this research. All the interviews was taken individually, recorded, transcribed and analyzed.

Results: The results show that students with brain paralysis, dyslexia, or deafness have low practices of literacy and present difficulties in production and interpretation in secondary genders, usually required in the academic environment.

Conclusion: This result points to the importance of an interdisciplinary discussion and actions to promote more oriented learning for these students. In this sense, speech therapy could contribute actively to the university educational program and lead to better quality of life for these students in the university.

P2.16

SMAAV: A NEUROPSYCHOLOGICAL BATTERY FOR ASSESSING SEMANTIC MEMORY IMPAIRMENT ON ACTION VERBS

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Objective: The poster will present the structure and the norms of the SMAAV neuropsychological test ("Semantic Memory Assessment on Action Verbs") for cognitively intact adults. The battery was designed to be used to assess the lexical retrieval skills and conceptual knowledge deterioration exploiting the semantic properties of action verbs.

Methods: The test was made from a selection of data belonging to the IMAGACT interlinguistic ontology of action [Moneglia et al., 2014]. The items were derived from a subset of verbs (the Italian lemma "girare", its hyponyms and semantic relatives), by applying pragmatic variations to the action types. SMAAV has been structured with two subtests, to point out lexical erosion patterns: a visual confrontation naming test (25 stimuli) and a comprehension-lexicalization multiple choice test (11 stimuli). Stimuli consist of short video clips (3–5 s) depicting movements and actions. The

standard setting (still ongoing) has currently involved 45 persons, according to a cross-sectional study design.

Results: Cut-off score has been determined, and furthermore some statistically significant trends and correlations have been found (e.g. score/age, score/education).

Conclusions: SMAAV may be used for the early diagnosis of mild cognitive impairment and the neuropsychological evaluation of acute stroke and traumatic brain injury patients.

Keywords: Cognitive impairment, psychiatric disorders

P2.17

AUDITORY LEXICAL – SEMANTIC PROCESSING IN APHASIA DURING SEMANTIC CATEGORIZATION TASK: ERP STUDY

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Objective: N400 has proved to be a robust ERP component and has been regarded as an electrophysiological correlate of various aspects of language processing: semantic integration, facilitated lexical access, semantic memory search, etc. According to previous neuropsychological, neuroimaging and some electrophysiological studies on semantic categorization in healthy volunteers, animate and inanimate categories differentially modulate N400 at fronto-central sites. Although there are controversies about these differences, some electrophysiological studies on healthy individuals have shown that N400 effect begins earlier and have smaller amplitude for animate than inanimate words due to their easier processing (Proverbio et al., 2007; Kiefer, 2001; Bermeitinger, 2010; Costanzo et al., 2013). As supported by available literature, animate stimuli are easier for categorization than inanimate ones, because they represent a more homogenous category sharing more perceptual and semantic features. Some behavioral studies on brain damaged patients have shown that they selectively lost semantic knowledge on animate categories, while retaining knowledge on inanimate ones, although the opposite pattern has also been observed. However, there are no ERP studies on aphasia using semantic categorization tasks. The aim of this study is to investigate semantic processing in patients with aphasia with different levels of auditory comprehension disorder using a semantic categorization task.

Methods: We will utilize event related brain potentials (ERP) to characterize subjects' responses as they made superordinate categorical decisions (animate vs. inanimate) for about 200 auditory presented disyllabic words. Three groups of participants will be included in the research: 5 aphasics with predominant language comprehension disorder, 5 aphasics with predominant language expression disorder and 10 controls.

Results: We will observe N400 differences between groups depending on stimulus types (animate vs. inanimate) and prototypicality of category examples.

Keywords: Aphasia, comprehension disabilities, lexical-semantic processing, superordinate categorization, ERP, N400