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tests appear more sensitive in adult subjects with specific learning disability through the administration of two neuropsychological batteries. We selected 29 students attended the University of Modena and Reggio Emilia with specific learning disability. We administered to all subjects in two separate moments, at a distance of one month, two neuropsychological batteries aimed at identifying learning disabilities in adulthood. The data from this preliminary study confirmed that the tests more sensitive in the diagnosis of specific learning disability in adulthood are the reading tests, rapid automatized naming test (RAN) and the tasks that involve a greater load processing, as the “Night and Day” test and the articulatory suppression. Finally, the data proved that a more comprehensive assessment would require the integration of the two batteries.

**TOWARD NEW TOOLS:
A PILOT STUDY TO DETECT THE SPEED OF READING IN
SILENT MODE. CLINICAL EXPERIENCE AND RESEARCH
TRAJECTORIES OF THE WORKING GROUP OF THE
UNIVERSITY OF MESSINA**

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The most widely used reading mode by adults in general and the students who attend the secondary school level and the university is reading in silent mode. Despite the silent reading is the primary mode of reading adolescents and adults, it has not attracted much interest in scientific research. To date, the rate of reading in the silent mode (silent reading fluency - SRF) and its measurement are not used or diagnostic purposes to detect reading difficulties, nor to evaluation purposes. The research will present a new

silent reading fluency measures that should be appropriate for both school settings and older students and adults. Understanding silent reading fluency (SRF) is of a paramount importance, given that silent reading is the principal manner of reading for capable readers. Participants recruited were 68 dyslexic and age-matched skilled adult readers (between 18 and 48 years old). Among them, 24 were skilled readers with a university degree (number of years of schooling: $M = 17.45$, $SD = .93$), 22 skilled readers with a high school diploma (number of years of schooling: $M = 12.95$, $SD = .65$), and 22 participants diagnosed with dyslexia that reached at least the high school academic level (number of years of schooling: $M = 12.59$, $SD = 1.71$). All participants improved their reading fluency in silent mode. Nevertheless, the increasing rate of reading fluency from oral to silent modality was 62% for GSR, 51% for DSR, and 25% for the readers with dyslexia. Thus, our results provide evidence for the existence of a different rate of speed improvement between oral and silent reading in proficient and dyslexic readers.

WELL BEING AND EMOTIONAL REGULATION AT THE UNIVERSITY: A WORK IN PROGRESS

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National and european university are quickly implementing their services for students, in order to reduce the phenomenon of dispersion university and increase the inclusion (active participation, a sense of belonging, etc.). In Italy, the law 170/2010 makes it possible to adopt in schools of every order and degree measures to facilitate the achievement of success at school (Guidelines CNUDD, 2014). The purpose of this study will be to evaluate the association between the presence/risk/non attendance LD, anxiety, psychological wellbeing perceived and the difficulties in emotional