

Conferências: 21+22 Outubro

Aprendizagem, Comportamento, Emoção... Em Tempos de Mudança

Pedro Cabral, CADIn

Bernardo Barahona Corrêa, CADIn

Autism Spectrum Disorders in Adolescents and Adults

Patricia Winjngaarden-Cremers,

Carlos Filipe, (moderador)

Primeiros Surtos Psicóticos e Experiências Psicótiformes

Tiago Reis Marques,

Paula Vilarica (moderador)

Perturbações da Linguagem: do Congénito ao Adquirido

Isabel Pavão Martins

Rita Lopes da Silva

Long Term Outcomes for Young People with ADHD

Susan Young

Sandra Pinho (moderador)

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Tratamentos Inovadores nas Perturbações do Espectro do Autismo

*Paulo Fontoura,
Bernardo Barahona Corrêa (moderador)*

Does emotion affect executive control?

*Sonja A. Kotz, Faculty of Psychology & Neuroscience, Dept. of Neuropsychology & Psychopharmacology, Maastricht University, The Netherlands
& Dept. of Neuropsychology, Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany*

Carolina Viana (moderador)

Our recent multi-methods work has focused on two essential questions namely, whether (i) emotional valence affects executive control in a specific way, and (ii) personality traits and subclinical profiles (i.e., effortful control, depression, anxiety) influence this potential interface between emotion and executive control. In particular, we have scrutinized whether positive and negative emotions activate different brain regions during cognitive conflict resolution in cortical and subcortical brain regions that constitute the emotion and execute control networks, respectively. In my talk I will present results from healthy young and elderly populations to address these questions. I will then extend this work to a developmental perspective and potential clinical diagnosis of neurodevelopmental disorders such as ADAD.

Comportamentos Autolesivos nos Adolescentes

*Carlos Braz Saraiva
Cláudia Chasqueira*

Teaching Students with Special Learning Needs: Lessons Learned from 30 Years of Research

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Margo Mastropieri

This presentation will summarize what I have learned from my years of intervention research with all types of learners. Topics will include cognitive strategy use, mnemonic strategies, test-taking skills, peer mediation, hands-on learning in science, text-processing strategies, and self-regulated strategy development. I will discuss these topics and draw some general conclusions about instruction and learning for all types of students.

What Does Research Tell Us about Inclusion? Results from Meta-Analysis

Thomas Scruggs

Over the past half-century, researchers have tried to understand the process of including students with special needs in general education settings. The result has been hundreds of investigations addressing questions such as: (a) What are teacher attitudes toward inclusion? (b) What are the consequences of inclusion for all learners? and (c) What goes on – and how is instruction delivered -- in inclusive classrooms? I will summarize research on all these topics, based upon meta-analysis techniques, and discuss implications for implementing and maintaining inclusive classrooms.

The future role of mTOR inhibitors in the treatment of epilepsy

Romina Moavero

Child Neurology and Psychiatry Unit, Systems Medicine Dept, Tor Vergata University Hospital of Rome, Italy, Neurology Unit, Neuroscience and Neurorehabilitation Dept, “Bambino Gesù” Children’s Hospital, IRCCS, Rome, Italy

Dysregulation of the mTOR signaling pathway underlines highly epileptogenic conditions such as tuberous sclerosis complex (TSC), focal cortical dysplasia, hemimegalencephaly and ganglioglioma, grouped under the term of ‘mTORopathies’. Brain abnormalities associated with mTOR overactivation include enlarged and dysplastic neurons, abnormal cortical organization and astrogliosis. mTOR signaling intervenes in several molecular/biochemical processes leading to epileptogenesis. Animal models demonstrated that mTOR inhibitors could exert both an anticonvulsant action and an antiepileptogenic effect in several models of genetic and acquired epilepsy. Preliminary studies in patients affected by tuberous sclerosis and treated with rapamycin

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or everolimus demonstrated potential benefits in seizure frequency reduction, suggesting that mTOR inhibition could be a promising treatment option for mTORopathies-related epilepsy. The first results of a phase III trial evaluating the efficacy and safety of everolimus in a large sample of TSC patients (EXIST-3 study) confirm these preliminary results, showing that everolimus can be considered a safe and effective option in epilepsy secondary to TSC.

Epilepsia e Perturbações do Espectro do Autismo

José Paulo Monteiro

Centro de Desenvolvimento da Criança Torrado da Silva, Serviço Pediatria – Hospital Garcia de Orta

O maior risco de epilepsia em crianças com perturbações do espectro do autismo foi demonstrado em muitos estudos, e constitui um dos argumentos a favor de uma base neurobiológica para estas perturbações.

Os autores fizeram um estudo retrospectivo das crianças seguidas nas Consultas de Desenvolvimento e Neuropediatria do Hospital Garcia de Orta num período de 20 anos (1995-2014). Foram identificadas durante este período 254 crianças, com um predomínio do sexo masculino (4:1). A percentagem de crianças da nossa amostra que apresentaram uma regressão da linguagem e/ou de desenvolvimento foi de cerca de 30,7 %.

Vinte e cinco crianças (9,8 % do total da amostra) apresentaram epilepsia durante o tempo de seguimento. Do subgrupo que apresentou epilepsia, 20% apresentou regressão, enquanto que do subgrupo que não apresentou epilepsia, 31,4 % apresentou regressão.

A idade de início das crises variou entre os 15 meses e os 12 anos, encontramos um predomínio do sexo masculino e uma distribuição bimodal na idade de início, com um pico aos 2-3 anos e um segundo pico na idade escolar. Quanto ao tipo de crises, observamos um predomínio de crises parciais complexas, embora outros tipos de crises também tenham estado presentes. Na maioria dos casos as crises foram facilmente controladas com 1-2 fármacos (CBZ ou VPA), embora duas crianças tenham evoluído para epilepsias refratárias. As alterações no EEG foram predominantemente alterações focais, nos lobos temporais ou lobos frontais. Três crianças apresentaram actividade epilética occipital. O tratamento da epilepsia não influenciou de forma significativa a sintomatologia observada ao nível da comunicação, interacção, linguagem, empatia. As crianças que apresentaram epilepsia refratária, tinham já à partida formas mais graves de autismo, com maior compromisso cognitivo e etiologias secundárias.

Pela análise dos resultados, o pedido do EEG com registo de sono, ou idealmente um EEG de 24h nas crianças do espectro do autismo que sofreram regressão parece ter menos justificação, do que a

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referida na literatura. Na nossa amostra o benefício de uma medicação antiepilética foi pouco significativo na tríade do autismo. Por outro lado, face à maior incidência de epilepsia nesta população, a vigilância clínica apertada de convulsões e outros fenómenos paroxísticos é fundamental no seguimento destas crianças.

Necessidades Educativas Especiais

*Sílvia Jorge,
Susana Mateus*

Dislexia no Adolescente e no Adulto

*Catarina Mangas,
Carolina Champalimaud,
Diogo Cabrita (moderador)*

A Ciência da Discalculia: implicações para a avaliação e intervenção

*Brian Butterworth,
Susana Mateus*

Here I describe recent work on the basic science of numerical abilities, which shows that these are based on an inherited system for extracting numerosities from the environment. The central idea is that dyscalculics, unlike others who are just ‘rubbish at maths’, have a *core deficit* in this system. This means that their concept of number is weak, and arithmetic consequently develops atypically. The brain network that supports arithmetic is also atypical in structure and functioning in a way that is predicted by the core deficit hypothesis. Twin studies, among others, attest to its heritability. In practice, dyscalculia is easily identified with simple tests, thus the basic science specifies a target for intervention – strengthening basic number concepts - but does not in itself specify how teachers should design the intervention.

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Intervenção Familiar nas Perturbações do Desenvolvimento

*Rosa do Amaral,
Joana Horta,
Rui Martins (moderador)*

Tecnologias de Apoio na Sala de Aula para as Perturbações do Desenvolvimento

*Miriam Azevedo,
Cátia Sacadura (moderador)*

ESSENCE: Sintomas Precoces, Diagnóstico Precoce

Christopher Gillberg

Autism in Women

Hilde Geurts

In the scientific literature females are often underrepresented compared to males with autism. Moreover also older people with autism are underrepresented. However, in the last couple of years there is more and more attention for both females with autism as well as for older people. The main focus of these studies is the potential differences in autism symptomatology and comorbidity. Recent insights which are of importance for clinical practice will be shortly addressed. Another unanswered question is whether there are actually differences in cognitive profiles between females and males with autism. Most of what we know about cognition in people with autism and an average or above average IQ is based on research with (young) males with autism, but will we see the same talents and challenges in (older) females? In the current talk, recent data will be presented including both older individuals as well as both genders to illustrate what we currently know and don't know.

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A Importância do Brincar no Desenvolvimento da Criança

*Carlos Neto,
Leonor Ribeiro*

Crianças em Risco

*Joana Fonseca,
Júlia Vinhas*