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*Learning Disabilities Assessment and Intervention: New  
Challenges in Uncertain Times*

**Book of Abstracts**

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**University of Oviedo  
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## Symposium 2

### ***Coping with academic, social and emotional challenges during Covid-19 period, among undergraduate students with SLD and ADHD in Italy and Israel***

#### Participants

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#### Discussant

**Celestino Rodríguez**, Faculty of Psychology, University of Oviedo, Spain

#### Abstract

Students with SLD and ADHD often experience academic and social emotional challenges at any given time. The social distance and distance learning imposed on higher education around the world during Covid-19 period, emphasized these challenges. The three studies in the symposium focus on key aspects related to the academic and emotional-social resources and challenges of undergraduate Israeli and Italian students with SLD and ADHD during the Covid 19 period. The first presentation focuses on the role of soft skills and motivational factors related to academic achievement; the second presentation focuses on social networks, and experiencing cyber harassment in the context of social support; and the third presentation shows the relation between students' sense of coherence, loneliness, perceptions of distance learning and academic self-efficacy. The discussion will explore the factors that can support academic, social, and emotional aspects among undergraduate students with SLD and ADHD.

### **Soft skills, study-related factors, academic achievement, and satisfaction in students with or without specific learning disabilities**

**Nicole Casali, Chiara Meneghetti, Gerardo Pellegrino, and Barbara Carretti**

Department of General Psychology, University of Padova, Italy

#### ***Objective***

Students with specific learning disabilities (SLDs) often struggle in the transition to university, having to manage note-taking during lectures, reading many books or articles, and keeping up with assignments (Pino & Mortari, 2014).

Contemporary models such as the integrated self-regulated learning model (iSRL, Ben-Eliyahu, 2019) suggest that academic learning is a complex phenomenon comprising