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

Book of Abstracts

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control, providing tangible evidence that writing can be taught effectively to LD students.

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P002 Writing Processes in Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder

Olga Arias-Gundín, Paula López (University of León) and **Celestino Rodríguez** (University of Oviedo)

Abstract

The purpose of this study was to explore if there are differences in writing processes between students with LD or ADHD and their typically-developing peers.

In this study took part 124 upper-primary students with ages ranged between 9 and 12 years; 42 LD students, 42 age-matched students, 20 ADHD students, and 20 age-matched. All students with LD or ADHD had a prior diagnosis. This study was carried out in two sessions. Two raters scored the texts assessing the following variables: textual quality, planning and revising (location, diagnosis, and correction). It seems that the writing problems presented by ADHD students are directly related to attention span and not to lack of knowledge, while in LD students this does not happen.

B3

P011 Longitudinal associations between communication abilities and reading and writing performance in adolescents with Autism Spectrum Disorder without intellectual disability

Inmaculada Baixauli Fortea (Occupational Sciences, Speech Language Therapy, Developmental and Educational Psychology Department, Catholic University of Valencia)

Carmen Berenguer Forner, Belén Roselló Miranda y Ana Miranda Casas (Developmental and Educational Psychology, University of Valencia)

Abstract

Individuals with Autism Spectrum Disorder (ASD) show deficits in reading and writing skills, which are lower than what is expected on the basis of their cognitive functioning. In a recent study, adolescents with ASD without intellectual disability significantly underachieved in metacognitive processes involved in reading comprehension and in indicators of written performance (Baixauli et al, 2021). These impairments contributed significantly to their school outcomes. The present study aims to extend those findings by analyzing longitudinally the relationships between adolescents' reading and writing skills with estimates of their communication abilities, a core deficit of ASD, when they were at primary education. Based on models such as the Simple View of Reading (Hoover & Gough, 1990), research has shown a clear relationship between structural language difficulties and reading (Lindgren et al., 2009;