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MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

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Referência do projecto
Project reference
PTDC/PSI-EDD/110342/2009

1. Identificação do projecto 1. Project description	-

Área científica principal
Main Area
Psicologia - Psicologia da Educação e Desenvolvimento

Área científica Secundária
Secondary area
(Vazio)
(Void)

Título do projecto (em português)
Project title (in portuguese)
Adaptação, para Portugal, de software para avaliação e tratamento da dislexia de desenvolvimento, SICOLE-R e TRADISLEXIA (Jiménez et al., 2007), para crianças

Título do projecto (em inglês)
Project title (in english)
Adaptation, for Portugal, of software for assessment and treatment of developmental dyslexia, SICOLE-R and TRADISLEXIA (Jiménez et al., 2007), for children

Financiamento solicitado
Requested funding
140.460,00€

Palavra-chave 1 Avaliação da dislexia de desenvolvimento	**Keyword 1** assessment of developmental dyslexia
Palavra-chave 2	**Keyword 2**

Intervenção na dislexia de desenvolvimento	treatment of developmental dyslexia
Palavra-chave 3	**Keyword 3**
Dificuldades de aprendizagem na leitura	learning disabilities in reading
Palavra-chave 4	**Keyword 4**
Estratégias lúdicas computorizadas	computer-assisted strategies
Data de início do projecto	**Duração do projecto em meses**
Starting date	Duration in months
01-09-2010	36

2. Instituições envolvidas
2. Institutions and their roles

Instituição Proponente
Principal Contractor
Universidade de Coimbra (UC)
Paço das Escolas
3004-531Coimbra

Instituição Participante
Participating Institution
(Vazio)
(Void)

Unidade de Investigação
Research Unit
Instituto de Psicologia Cognitiva, Desenvolvimento Vocacional e Social (FPCE/UC)
Faculdade de Psicologia e de Ciências da Educação - Rua do Colégio Novo; Apartado 6153
3000-862Coimbra

Unidade de Investigação Adicional
Additional Research Unit
(Vazio)
(Void)

Instituição de Acolhimento
Host Institution
Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra (FPCE/UC)
Rua do Colégio Novo
3001-802Coimbra

3. Componente Científica
3. Scientific Component

3.1. Sumário
3.1 Summary

3.1.a Sumário Executivo (em português)
3.1.a Executive Summary (in Portuguese)

Operacionalizando, pretendemos
1º: adquirir (partilhando com a equipa da Universidade de Laguna [Jietal07; Jietal07a]), e validar para a nossa população, ferramentas informáticas para a melhoria da qualidade de atendimento às dificuldades de aprendizagem, especificamente, ao nível da leitura,
2º: promover acções de formação para técnicos de educação, com vista ao seu conhecimento e à sua utilização.
É do conhecimento geral, académico e do cidadão comum, as elevadas taxas de insucesso escolar, em Portugal, denunciadas em múltiplos documentos oficiais, quer provenientes da OCDE, quer mesmo do Ministério da Educação (ex: relatórios do programa PISA – Projecto Internacional para avaliação dos alunos, de 2003, 2006). Insucesso escolar que pode e tem várias justificações, incluindo, com muita evidência, as invocadas dificuldades de aprendizagem dos alunos. Dificuldades de vária natureza e de vária ordem, nomeadamente, e prevalentemente, ao nível da leitura, escrita e cálculo, base de todas as restantes aprendizagens, na perspectiva de muitos autores.
Para Alçada [Al_sd], "De uma maneira geral, toda a investigação na área da literacia tem vindo a demonstrar que, apesar dos progressos na escolarização, muitos portugueses alfabetizados não conseguem compreender o que lêem e que as crianças, como

aliás os jovens e os adultos do nosso país, ainda estão longe dos níveis europeus. (...) Estudos internacionais como o PISA e o Relatório da OCDE Education at Glance tornaram ainda mais evidente o baixo nível de literacia dos portugueses. (...) Igualmente, os resultados das provas nacionais de aferição, realizadas no final do 1º ciclo, não são mais animadores, no que respeita ao domínio da língua, demonstrando que a passagem para o 2º ciclo se realiza sem as competências necessárias ao sucesso no prosseguimento de estudos. Face a um panorama tão desolador, torna-se por demais evidente que a questão do desenvolvimento da literacia tem que ser encarada como uma prioridade nacional."

Naturalmente que para esta situação concorrem múltiplas circunstâncias, justificações e argumentos. Tentamos, neste contexto, dar conta, apenas, de alguns aspectos que se relacionam com as próprias crianças e adolescentes, suas capacidades e fragilidades ao nível da leitura. E, de facto, pese embora o rendimento académico não esteja associado, apenas, a dificuldades na leitura, facto é que as crianças com dificuldades na leitura tendem a apresentar um baixo rendimento académico. Neste sentido, a dislexia constitui, no momento actual, uma das principais preocupações educativas de pais, professores e outros técnicos da saúde e educação. As competências de leitura e escrita são consideradas como objectivos fundamentais de qualquer sistema educativo, pois constituem aprendizagens de base e funcionam como o pilar de todas as restantes aprendizagens. Assim, uma criança com dificuldade nestas áreas apresentará lacunas em todas as restantes matérias, o que provoca um desinteresse cada vez mais marcado por todas as aprendizagens escolares.

Um outro facto é que, embora existam já em Portugal vários instrumentos e várias modalidades de avaliação e análise das fragilidades e potencialidades dos alunos nos diferentes domínios de aprendizagem e de desenvolvimento, ferramentas das mais simples ou específicas às mais elaboradas e compósitas, damos conta da inexistência de versões computorizadas, interactivas, acrescidas do critério atractividade, com configuração lúdica.

Constatando-se, então, a elevada prevalência de dificuldades de aprendizagem (DA), a vários níveis, nas escolas nacionais, especificamente, ao nível da leitura e verificando-se, igualmente, grande ausência de instrumentos validados para a população portuguesa, fundamentalmente, em versão informatizada, atractiva, que permitam a sua avaliação e/ou intervenção, estará justificado o propósito da nossa equipa contribuir para colmatar a lacuna existente, propondo-se adaptar, para português de Portugal, o SICOLE-R e o TRADISLEXIA [Jietal07; Jietal07a].

Tratando-se de duas ferramentas ou software para avaliação e tratamento ou intervenção da dislexia de desenvolvimento, para crianças e adolescentes, originalmente espanhol, adoptando-se, assim, uma lógica de rentabilidade e de unificação de esforços, pode prosseguir-se, até, objectivos, de desenvolvimento ou literacia tecnológica.

Existe ainda o carácter inovador da proposta, pois o estudo das dificuldades específicas na leitura a partir da administração de provas informatizadas constitui um elemento novo no campo das dificuldades de aprendizagem. De referir que possuir este tipo de ferramentas, com estas características, reveste-se de grande mais-valia técnica, pois permite, de forma mais rápida e atractiva, caracterizar a população ao nível de desenvolvimento e de aprendizagem da leitura e, consequentemente, possibilita o estabelecimento de relações com outras, múltiplas, variáveis. Igualmente, facilita o processo de investigação intercultural, hoje, tão pertinente, para o conhecimento do humano na sua globalidade e totalidade.

3.1.b Sumário Executivo (em inglês)
3.1.b Executive Summary (in English)

Basically, we intend
1st: to acquire (shared with learning disabilities team from University of Lagoon [Jietal07; Jietal07a]), validating for our population, equipment or computerized tools for the quality improvement of attendance to the learning disabilities, specifically, to the level of reading and,
2nd: to promote formation for professors and others educational technician, to instruments knowledge and use.
In fact, the main purpose of this project is to adapt to the Portuguese language the computer-assisted assessment and treatment software of cognitive processes associated to developmental dyslexia, SICOLE-R and TRADISLEXIA. Other goal is technician formation for tests use.

Justify, we can say that it is of the general knowledge, academic and of the common citizen, the raised taxes of pertaining to school failure, in Portugal, denounced in multiple official documents, it wants proceeding from the OCDE, it wants exactly of the Ministry of the Education (former: reports of the PISA program: Project for International Student Assessment). Pertaining to school failure that can and has some justifications, including, with much evidence, the evoked learning difficulties from the pupils. Difficulties of various nature and various order, nominated, and prevalent, to the level of the reading and writing and calculation, base of all the remaining learning's, in the perspective of many authors.

For Alçada [Al_sd], "In a general way, all the inquiry in the area of literacy has come to demonstrate that, although the progresses in the school, many scholars Portuguese do not obtain to understand what they read and that the children, as by the way the young and the adults of our country, still are far from the European levels. (...) International studies as PISA 2004 and Report of the OCDE Education at Glance: OCDE indicators 2004 had still more become evident the low level of literacy of the Portuguese. (...) Equally, the results of the aferition national tests, carried in the end of 1st cycle, are not more animate, in what it respects the domain of the language, demonstrating that the movement for 2nd cycle carries without the necessary abilities to the success in the continuation of studies. Face to a so desolating result, becomes beside the point evident that the question of the development of the literacy has that to be faced as a national priority."

Of course that for this situation multiple justifications and arguments concur. We try, in this context, to give account, only, of some aspects lie to children and adolescents, its capacities and fragilities to the reading level. In fact, weighs the academic income even so is not associated, only, to reading difficulties, fact is that the dyslexics children tend to present a low scholar income. So this, the dyslexia constitutes, at the current moment, one of the main educative concerns of parents, teachers and others technician of health and education. The abilities of reading and writing are considered as basic goals of any educative system, therefore they constitute base learning's and they are the pillar of all the remaining learning's. Thus, a child with difficulty in these areas will present gaps in all the remaining subjects.

Equally, even so exist already in Portugal some instruments and some modalities of fragilities and potentialities evaluation and analysis of pupils in the different learning and development domains, as the most elaborated and composites as the simplest or specific tools, we register the inexistence of computerized versions, interactive, increased of attractive criterion, with playful configuration.

Evidencing, then, the raised prevalence of learning difficulties (LD), to some levels, in the national schools, specifically, to the level of reading and verifying, equally, great absence of instruments validated for the Portuguese population, basically, in a computerized version, attractive, that they allow to its evaluation and/or intervention, it will be intention of present team to contribute to overtaking the existing gap, considering itself to adapt, for Portuguese of Portugal, the SICOLE-R and the TRADISLEXIA [Jietal07; Jietal07a].

Being about two tools or software for evaluation and treatment or intervention of developmental dyslexia, for children and adolescents, originally Spanish, adopted themselves, thus, the logic of yield and unification of efforts, can be continued, until, technological literacy goals. In fact, the study of specific reading difficulties with computerized tests they constitute a new element in the field of learning disabilities.

To relate that, to possess this type of tools, with these characteristics, is a great more-value technique so is more faster and attractive form to characterize the reading level from our population and decurrently it makes possible establish relations with others, multiple, variables. Equally, it facilitates to the inquiry process intercultural, today, so pertinent, for the knowledge of human being in its holistic and totality.

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3.2. Descrição Técnica
3.2 Technical Description

3.2.1. Revisão da Literatura
3.2.1. Literature Review

This is a fact the high prevalence of learning disabilities (LA) [Al_sd; www.gave.min-edu.pt] in the national schools, and is a fact too a great absence of instruments validated for the Portuguese population, basically, in computerized version, attractiveness. And, even so exist many learning disabilities, specifically, reading disabilities conceptualizations, in practice, the technicians need of assessment and treatment instruments and material to use.

When we read the Pisa programme reports [www.gave.min-edu.pt], we see, in general, that many scholars Portuguese have low results in language, reading and writing, and others knowledge areas. And can have multiples arguments, one possible and evocated for the low results is the illiteracy, i.e., the absence of knowledge. Knowledge absence by many reasons: few experiences, luck of understanding, physical or sensorial incapability, etc, that imply, in the reading case, the multiples dyslexia types [VM_sd].

It has been difficult the reading disabilities conceptualization, or dyslexia conceptualization, has been difficult to isolate distinguishing features that would categorize specific dyslexia as a single condition [NICHD]. We can see in the literature high discussions about different categorizations, types, and so on, motivated by their causes (ex: Developmental dyslexia, caused by biological anomalies, usually genetic, in the brain at various levels (i.e. morphological or synaptic) from prenatal through childhood development vs. Acquired, caused by brain trauma that may occur prenatal or later, which leads to similar behavioural characteristics of developmental dyslexia) [NICHD]. For [Jietal07] there are two types of dyslexia: a surface and another, phonological. Whatever the type, dyslexia is a problem inherent in question and not motivated by any environmental factor, although there are studies that show the presence of hereditary factors. However, when detected in time, can speak up, up and eradicate it [Jietal07]. But, independent of the causes and the types, in general, they have a common denominator: the persons don't understand what they read, have incapacity to processing the information written.

For [NICHD], generally, "Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge". The dyslexia is a weakness the cognitive level that relates to difficulties of access to the lexicon, namely that hinders the recognition of written words. It is a learning disability. A dyslexic is a normal person who keeps intact the capacity of reasoning and can acquire knowledge through oral language. Your problem is not able to access knowledge through the written language, that is, it is difficult to translate the spellings in phonemes. Specifically, developmental dyslexia is considered "a disorder of specific constitutional language of origin and characterized by difficulties in decoding of isolated words, usually reflecting insufficient phonological processing skills. These difficulties are unexpected in terms of age and other cognitive and academic abilities. The dyslexia manifests itself in many difficulties in different forms of language, and includes along with the problems of reading, problems in acquiring proficiency in writing and spelling [ODSRC94]. For [CaSi07], the developmental dyslexia is a specific difficulty of learning to read and write, despite conventional instruction, adequate intelligence and economic opportunities, being a result of basic cognitive disturbances of constitutional origin. It is a particular difficulty of learning to read and write that determines how the individual is perceived and how it relates to its peers in many different contexts provided by family education [CaSi07].

In any case, the technicians needs make evaluations and interventions. And, when we think about evaluation of learning disabilities, specifically, reading difficulties, in Portugal, we see a significant lack of commercially available formal and objective instruments that have as a purpose the assessment, diagnosis and treatment or intervention of different disorders and capabilities. Indeed, in Portugal there is a large gap in the evaluation of dyslexia. The best of our knowledge, there is only on stage for validation, the Battery for the Evaluation of Developmental dyslexia [CaSi07], whose goals is to assess dyslexia in children between 8 and 12 years: evaluation of reading, written and long-term memory; The Banc: battery of neuropsychological assessment of Coimbra, from Mário Simões

(www.uc.pt/fpce/cientificas/projectos/projecto3); the inventory of identifying learning disabilities, from Cristina Pettrucci of the University of the Coimbra; and the Battery of Differential Diagnosis of Dyslexia of Maastricht, from Alexandra Reis of the University of the Algarve. And, neither them have too the development, the intervention or treatment purposes, only assessment goals. And most they are not dyslexia assessment specific neither all in computerized version nor in a game form.

And is in this sense, to fill the gaps, the evaluation gap, and also the intervention gap, at the level of reading disabilities, that we propose adapt, to Portuguese from Portugal, the SICOLE-R and TRADISLEXIA, two platforms, software for evaluation and treatment of developmental dyslexia [Jietal07; Jietal07a]. That is, propose the loyalty videogames for evaluation / diagnosis and treatment of dyslexia, computerized, broadly, assessment and computer-assisted instruction of processes associated with the developmental dyslexia.

3.2.2. Plano e Métodos
3.2.2. Plan and Methods

To adapt any test from a foreign language to another, in this case, from Spanish to Portuguese language, only can have a plan type - translate all procedures.

So, in first place, we have contact the editors or instruments legal repository to acquire the materials, buying or another form to acquire.

In the present case, we have know and work with the learning disabilities team from University of La Laguna, with leader Professor Jiménez, as a soft learner with a rapid visit to the university. We have manifest the interesting and motivation to translate and leader with him the adaptation research of the SICOLE and TRADISLEXIA tools. The main idea is a stage in University of Laguna with Professor Jiménez team, to learn the instruments and, in Portugal, our proposal team with Professor Jiménez supervision and consultant, make the translation and the adaptation of the instruments.

Make brief material description, and trying to do a bit of history, we would say that a team from the University of La Laguna in Tenerife, Canary Islands, Spain, Group for Research into Learning disability, diagnosis and treatment by computer ("learning difficulties, psycholinguistics and new technologies"), coordinated by Professor of Evolutionary Psychology (Development) and Education, Juan Eugenio Jiménez González, in the last 5 years (2002-2007), has been working on applications of new technologies in the diagnosis of learning and instruction of reading and written [Jietal07; Jietal07a]. Specifically, the team has a project whose main goal is to provide a tutorial program of using computer-assisted instruction for the diagnosis and treatment of phonological deficits and spelling in children and adolescents with dyslexia (TRADISLEXIA), and assess their effects on reading. Previously, the same team has worked in a number of tools "geared to the diagnosis cognitive deficits associated with dyslexia in children": SICOLE-R.

The two tools (SICOLE-R and TRADISLEXIA) are integrant part of a protocol of development evaluation, that includes: the factor g test from Cattell and Cattell (1999), for evaluation of not verbal intelligence; a work memory test, verbal, adaptation of Siegel and Ryan (1989); a PROLEC, Battery of evaluation of reading processes of the children of 1º cycle of basic education, from Cuetos, Rodrigues and Ruano, 1996); and still a text of reading and an interview [Jietal07a].

The SICOLE-R (cognitive system of reading) (version for children from 6-10 years) (name of the evaluation program), is a tutorial intelligent system in assessing and remedial education of reading disabilities in the Spanish language. SICOLE allows assessing the different language and psychological processes involved in reading. Is an example of new technologies applied to the diagnosis of dyslexia. Is a diagnostic tool for exploration, an integrated system tutorial intelligent, composed of 20 tasks for the modules syntactic (5 tasks), spelling (4), texts (2), phonological (5), perception of speech (4) [Jietal07a]. Assesses the lexical processing, perceptual and syntactic-semantic processing containing, in addition, modules for assessment of metalinguistic knowledge: syllabic and phonemic awareness and phonological awareness (syllabic and phonemic).

The TRADISLEXIA (acronym for dyslexia treatment or intervention) is a video game in three dimensions (3D) that allows an individual entertainment and has a perspective on the 1st person to enable the motivation of users in the process of treatment [Jietal07]. The TRADISLEXIA is therefore an interactive game for the treatment of dyslexia, and for cognitive processes development involved in spelling (identification of words with the same sound), the perception of speech (identification of patterns), the phonological (target, omissions) and understanding [Jietal07]. In short, TRADISLEXIA is a 3D multimedia program for the treatment, intervention, a program designed to improve the skills involved in orthographic, phonological, syntax, semantic and metalinguistic processing [Jietal07].

According to the mentors, is an international news and can be extended / spread to other countries (with branches / versions at the University Del Valle, Guatemala, Universidad de Guadalajara, Mexico, Texas and the University of Arizona, the United States of America, and current versions in Brazilian Portuguese) [Jietal07a]. It is, strictly speaking, software to improve learning, and working to assess the difficulties in reading and writing, to be used in educational research and practice [Jietal07a].

So, when a educational psychologist, for example, need assess any person and/or any development aspect of person, the first problem or question is find a good test, a test with reliability, i.e., a test that assess what pretend, with content, construct and others types of validity types. In the construction of an assessment instrument is very important the theoretical perspective underline and the clear specification of goals, procedures, tasks, instructions.

We think that, when exist tests that are good is not necessary create a new. We can adapt. But, in a test, the adaptation and translation criteria are so important how much the construction of a new instrument. The translation and adaptation processes are a complex activity. Not only literal translation (forward), but equivalence search of types in relation to the original: semantic, cultural aspects, technician, of content, conceptual and of criterion. In any test, performance test or verbal test, is important maintain the goals and the tasks. Whoever, in verbal tests is crucial think about the language structure. Is not sufficient literal translation. Is need attempt to phonological aspects of languages.

In this sense, the procedures that should be adopted in the process of translating and adapting foreign assessment instruments are: Initially, it will be preceded to translation from the contents of software and analysis of eventual cultural and linguistic aspects to work, by persons with experience in linguistic, psychology and bilingual. Later, we must back translation to the original form, by a person with experience bilingual. It is not sufficient translate the words. We need adjust the words to the goals. We need think about

the language structure and work the semantics aspects of the language. Later we made the comparison of the two versions, to test the evidences of validity of the instrument to the new context. It must have equivalence. In fact, the validation of this material requires a great team. The complexity of translation and linguistic and cultural appropriateness, adequacy of content to digital format, the adoption of dynamic teaching, requires a multidisciplinary team, to include training accordingly. For the Portuguese language version, we will find a team composed by an expert in Spanish language and in Linguistic, and researchers with formation in Psychology, experts in educational psychology and learning disabilities.

And another task is the organization/composition of the material in computerized version. However, in present case, the task of adaptation can be facilitated because the software is designed to be easily adaptable to other languages, since its programming enables incorporate elements like images, sounds or words, so it is easy to replace the languages without major problems. According to the mentor, is their project, making the tools bilingual. Accordingly, these adaptations or versions allow not only individual works and intra but also work and intercultural and cross-cultural studies. Due, allows the analysis of institutions and educational policies.

In the limit, the major objective will be to find a tool composite, playful nature, attractive, early assessment and remediation of difficulties in reading and writing. Moreover, these tools detect and record the mistakes and successes, the time spent: Adaptation of battery multimedia (in videogame with interactive format) for diagnosis and treatment of dyslexia.

But, another important aspect in this process of the instrument adaptation is the trainings of examiners. This is one project task, important for the instrument application and scores analysis.

Later, with a reduced sample of children, of different age's bands, signalled and not signalled with difficulties in the reading and/or writing, will be tried to analyze its degree of understanding and legibility of the component item of the diverse tasks proposals. After the eventual adjustments, with a representative and significant sample, software will be used all, analyzing itself and treating the gotten data.

All this process, assigned for phase 1st, intends to be the phase of validation of the instrument.

The subsequent phases will be of application, preferential, to the children signalled with learning difficulties, its evaluation and diagnosis and intervention, analyzing the decurrently profits of this process of intervention.

The advantage of this technology is obvious for learning disabilities field because it allows carrying out assessment and treatment in dyslexia using the computer. The adaptation to the Portuguese language would suppose an improvement for children with reading disabilities and an advance in the cross-linguistic research (e.g., Spanish vs. Portuguese). Such procedures contribute to the development of cross-cultural studies, which can bring knowledge about reading disorders and their specificities in different languages.

Regarding the expected results, we rely, in addition to translation, adaptation and validation studies, with published in journals of reference and editing software, we want use this software in educational research and practice, making part of evaluation protocol for children.

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3.2.3. Tarefas
3.2.3. Tasks

· ·

Lista de tarefas (13)
Task list (13)

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
2 – 1st team meeting, in Laguna Unive...	01-09-2010	30-09-2010	1	0,8

Descrição da tarefa e Resultados Esperados

Task description and Expected results

To start this project we must acquire the tools and learn its functions deeply. Because the material tools are in University of Laguna, Canárias Iles, with Learning Disabilities team, with main researcher Professor Jiménez (also member of our team and consultant of this project). So we think that's important that the main researcher (IP) of this project goes to Laguna University to work with the Professor Jiménez team. We think that is necessary only 15 intensive days (and not 1 month like the application form- cf. timeline.pdf, 2st collumn), and, yet, only the main researcher travel. The main researcher make the acquisition and contact with the original tools, retracted the equipment, learning and training its use.Expected results: The principal goal of this task is to acquire and contact, deeply, with the original tools and the familiarization with the equipment and tasks division and the writing of reports. We need go to University of Laguna.

Membros da equipa de investigação nesta tarefaMembers of the research team in this taskAna Paula Mendes Correia Couceiro FigueiraJuan Eugene Jiménez

Membros da equipa de investigação nesta tarefa

Members of the research team in this task

Ana Paula Mendes Correia Couceiro Figueira; Juan Eugene Jiménez González;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
1- Coordination and Dissimination	01-09-2010	31-08-2013	36	30,6

Descrição da tarefa e Resultados Esperados

Task description and Expected results

This task results will consist in:
. Coordination of research team activities
. Organization of regular project team meetings.

. Orientation of the works for the master´s and Ph.D. dissertations

. Financial and activity reports

. Organization of workshops and technical formation and examiners formation.

The main objective of this task is to ensure a correct project planning, execution, delivery and support accordingly to the initial plan which is fundamental to guarantee a good level of collaboration between all research team members, avoiding the redundancy and time wasting and resources. This coordenation is made by the IP of the project with a member team.

Although the variety of tasks in this project, it is fundamental that each team member has a good global knowledge, because each one of theme is essential to get a common goal, in an interleave work and development. The regular project meetings and presentations are especially important towards this coordination. Moreover, it will be used as an information repository available only to the project members, where papers, reports, and other materials will be made available. The meetings will serve to join team members so they can share and discuss ideas. These meetings must take place in a regular basis and each of them will include, whenever possible, project members presentations about their work so far. Towards an independent assessment of the conclusion of this work, the criticize of the Project results' dissemination is also an important task. The dissemination of the results to the scientific community is also fundamental. Our ideas and results must be shared and discussed with all the interested professionals. This goal will be achieved through the presentation of our work and results at scientific conferences and journals.

Those are our goals and expected results to final project. In final project – 36 months, we expected obtain: 1 PhD Thesis; 5 Masters thesis; 4 articles in International Journals; 6 articles in National Journals; 9 presentations or communications and papers in the Proceedings of International Conferences; 6 presentations or communications and papers in the Proceedings of a National Conference; 2 manuals; and composition of software.

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira;
Ana Cristina Ferreira de Almeida

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
3 – 1st team meeting – main meeting -...	01-10-2010	31-10-2010	1	3,65

Descrição da tarefa e Resultados Esperados
Task description and Expected results

This team meeting, and all team meetings) with all team members is fundamental for the familiarization with the equipment, learning off all procedures and instructions and for the project tasks division. It is necessary presentation and specified the project schedule and also its tasks and activities. In this 1st team (around 5 intensive days - one week) (cf. timeline.pdf) meeting we will plan others team meetings, with great regularity (for some tasks, one day for week; and one day for month), for share opinions, results, questions, feedbacks, and other aspects concerned to the project implementation. We want, in this period have other meetings. In this first period, we want that all members learn the tools.

Expected results: We expected make and revel the schedule and instruments and write the 1st report. Is fundamental that Professor Jimenez (mentor, team member and consultant) came back to University of Coimbra work with the team.This is a intensive work weak).

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira, Ana Cristina Ferreira de Almeida, Célia dos Prazeres Ribeiro, Isabel Maria do Poço Lopes, Juan Eugene Jiménez González, Maria Cristina de Oliveira Salgado Nunes, Maria Cristina Petrucci de Almeida Albuquerque, Maria da Glória Salazar d Eça Costa Franco, Maria da Piedade Simões Santana Pessoa, Maria Graciete Nunes Pinto Franco Borges, doctoral and master students.

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira; Célia dos Prazeres Ribeiro; Isabel Maria do Poço Lopes; Juan Eugene Jiménez González; Maria Cristina de Oliveira Salgado Nunes; Maria Cristina Petrucci de Almeida Albuquerque; Maria da Glória Salazar d Eça Costa Franco; Maria da Piedade Simões Santana Pessoa Vaz Rebelo; Maria Graciete Nunes Pinto Franco Borges;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
4- translation and retranslation of t...	01-10-2010	31-12-2010	3	6,15

Descrição da tarefa e Resultados Esperados
Task description and Expected results

In translating and adapting this two computerized tools, Sicole and Tradislexia, is necessary, in first place, the translation and retranslation of tasks contents from original language of Sicole and Tradislexia. The translation from the original language, Spanish, to the Portuguese language (and the inverse), for experts (team members: Cristina Nunes, expert in Educational Psychology and Spanish language, and Professor Jiménez), with verification of contents for judges, both team members, and the implication of the doctoral and master students with IP supervision. At this first moment, the translation of contents will just literal, i.e., words or semantic translation.

Expected results: we expect obtain the paper versions of translation and retranslation of tasks contents, instructions and other

materials from Sicole and Tradislexia Spanish tools.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Cristina Nunes; Juan Jiménez, doctoral and master students.

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Juan Eugene Jiménez González; Maria Cristina de Oliveira Salgado Nunes;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
5- cultural and linguistic adjustment...	01-01-2011	30-09-2011	9	18,9

Descrição da tarefa e Resultados Esperados

Task description and Expected results

Other important action in translation and adaptation of the two computerized tools, Sicole and Tradislexia, or in any other test, is the cultural and linguistic contents adjustments, according to the goals of tasks components. In this phase or task, the tests will be reconstructed, according to the initial goals (phonemics, phonological, etc), considering the structure of Portuguese language, it phonological aspects, leaving to fall semantic, or literal, criterion. This task is the translation and cross-cultural adaptation of instruments to the Portuguese language. This task will be made baselly by a expert in linguistic (team member Isabel Lopes an by a expert in Ld (learning disabilities), Cristina Pettruci with a colaboration of the consultant, professor Jiménez, and the IP and the implication of the doctoral and master students.
Expected results: We expect to made all cultural and linguistic adjustments of all the tasks contents. We expected the conclusion of 1 master thesis.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Isabel Lopes; Cristina Pettruci, doctoral and master students.

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Isabel Maria do Poço Lopes; Maria Cristina Petrucci de Almeida Albuquerque;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
6- tasks organization and composition...	01-10-2011	30-11-2011	2	5,6

Descrição da tarefa e Resultados Esperados

Task description and Expected results

This task is for assembly the different proves or tasks through two batteries, the Sicole and Tradislexia. But, in this phase, or at this moment, still will be in paper version. Eventually, will be find more interesting images and cultural adjust to Portuguese context. In this phase the others team members that not colaborate in 2 before tasks participe now to made the expertise in task organization and composition.
Expected results: We expected to organize all the materials and compose the tool, in paper version. And we expected write 2 articles in National Journals; 3 presentations or communications and papers in the Proceedings of International Conferences; 2 presentations or communications and papers in the Proceedings of a National Conference.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Ana Cristina Almeida, Glória, Célia, Piedade e Graciete, doctoral and master students

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira; Célia dos Prazeres Ribeiro; Maria da Glória Salazar d Eça Costa Franco; Maria da Piedade Simões Santana Pessoa Vaz Rebelo; Maria Graciete Nunes Pinto Franco Borges;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
7- application of component tasks of ...	01-12-2011	31-01-2012	2	5,2

Descrição da tarefa e Resultados Esperados

Task description and Expected results

In the test adaptation process it's very important to make preliminary tests tin way to analyse if the children understand the instructions, the task goals, and the items. This is a requisite to gain construct and content validity of the tools. So, we make applications to a reduced number of children (around 50), from different ages (6-10), for an accomplishment of the preliminary test of tasks understanding. The examiners must regist and report all the behaviours around the tasks. It will be made an observation grade. This information, and the grade, later, must be useful, for an evaluation or a more dynamic assessment, and less psychometric. In this phase, the examiners or administrators will be doctoral and master students supervised by IP and by the team members allocated in this task.
Expected results: we want concur with this task for content and construct validity from Portuguese Sicole and Tradislexia version.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Glória, Célia, Piedade e Graciete; master and doctoral students

Membros da equipa de investigação nesta tarefa
Members of the research team in this task

Ana Paula Mendes Correia Couceiro Figueira; Célia dos Prazeres Ribeiro; Maria da Glória Salazar d Eça Costa Franco; Maria da Piedade Simões Santana Pessoa Vaz Rebelo; Maria Graciete Nunes Pinto Franco Borges;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
8- eventual tasks reorganization or r...	01-02-2012	29-02-2012	1	3,05

Descrição da tarefa e Resultados Esperados
Task description and Expected results
From 7st task feedback can be necessary make reconstructions and reorganization of the materials. In this case, is important review all previous phases. In tha team meetings, we, all, members, decide what do. whoever, if is necessary make any changes, the active participation of this members allocated are crucial.
Expected results: We want clean every bias for tasks and obtain an version very adjust.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Cristina Pettruci; Isabel Lopes; Glória, Célia, Piedade e Graciete, doctoral and master students

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Célia dos Prazeres Ribeiro; Isabel Maria do Poço Lopes; Maria Cristina Petrucci de Almeida Albuquerque; Maria da Glória Salazar d Eça Costa Franco; Maria da Piedade Simões Santana Pessoa Vaz Rebelo; Maria Graciete Nunes Pinto Franco Borges;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
9- software composition in Portuguese...	01-03-2012	31-07-2012	5	3,25

Descrição da tarefa e Resultados Esperados
Task description and Expected results
Because the original tools are computerized, and the main goal of our project it's your adaptation, is necessary the software composition. But, because the Laguna University and the Professor Jiménez team have informatics members, that know very well the tools and the assembly, to minimize that phase, we solicit this work to informatics' team of the Laguna University. Whoever, to realize this task, we have necessity travel to Laguna and work with informatics team. This is a fundamental task in this project, but isn't made directelly by us. any way, the IP is the team member implicated in this task, but any member can go to ULL (Laguna University) and work with the informatic team (cf. Timeline.pdf).
Expected results: we expected make software composition, in final Portuguese version. We expected the conclusion of 1 master these. 2 articles in National Journals; 2 articles in International Journals; 3 presentations or communications and papers in the Proceedings of International Conferences; 2 presentations or communications and papers in the Proceedings of a National Conference.

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
10- examiners training	01-09-2012	30-09-2012	1	5,85

Descrição da tarefa e Resultados Esperados
Task description and Expected results
For the project success is fundamental many things include the proficiency of test administrators. To make the applications is important that examiners mastery the tools. In this sense, we need training and make formation to practitioners researchers, in this case, the member's team, included doctoral and master students, and also future examiners by contract/services (in this case, we think that is necessary, 4 - with different formation (psychology, education, Portuguese language, and so far) (people a full time, 100%) (cf. timeline.pdf), recruted, for exemple, from Employed Center. Eventually, this training or formation maybe opens to others persons, administrators in future, but in this case, only for know or sensibly, not for apply in moment or in this project phase. We need around 2 intensive weaks to examiners training. Because is necessary more workers to apply and administer the tools, with a goal to gain normative data for the tools, is important that the potential grant researchers participated in this training.
Expected results: we pretend the master of tool, included in application and quotation and outputs analysis. Its necessary divulgate de information, the training, from flyers, intranet and so far.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Paula Mendes Correia Couceiro Figueira; Ana Cristina Almeida, doctoral and master (3) students and four (4) services/contracts examiners.
Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
11- application and use of the tools	01-10-2012	31-05-2013	8	74,4

Descrição da tarefa e Resultados Esperados

Task description and Expected results

In any fidelity test case, to attainment normative data, is necessary the application of all tasks to one number widened of children. This number of children, the sample, must be representative of population, i.e., must be large, diversified, with different characteristics socials and economics, regional, scholars, etc. But, previous, we must contact the schools and make the procedures to gain the children and established a contract and a schedule. We must contact private and public schools from all country, if possible, besides, initially we contact school from center country it's more accessible. This sample is the convenience and the accessibility, in this project phase.

We must try, in this phase obtain information about children as scholar performance, motivation for learning and other data for future analyses and trials. In the same time, with this procedure we can guarantee the predictive validity.

To obtain or try obtain normative data and made cross-cultural studies with Professor Jiménez, we expected administrate the tools to around 1000 children between the 6/7 and 10 yeras old (for Sicole), and around 500 children for Tradislexia. We think that is possible, in this phase and in this period of time, with the empirical work of 4 grant researchers (services) (cf. timeline.pdf), a full time (100%), the doctoral student (a 50%), 3 master students (a 50%)and the researcher team members.

Expected results: we expected to apply the tools to a large number of children, hoping, later, that can be made the normative data. We hope too divulgate, at same time, the results that we will obtain, in papers, conferences, congresses, articles and in ours classes. We apply and at the same time we analyse the results.

Members of the research team in this task

Ana Paula Mendes Correia Couceiro Figueira; Ana Cristina Almeida; Glória; Cristina Nunes, Célia; Piedade; Graciete; doctoral and master (3)students and four (4) services/contracts examiners (in this case, we think that is necessary 4 - with different formation, psychology, education, Portuguese language, and so far, recruted, for example, from Job Center, or other way (basely, people with superior formation but without job).

Membros da equipa de investigação nesta tarefa

Members of the research team in this task

Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira; Célia dos Prazeres Ribeiro; Maria Cristina de Oliveira Salgado Nunes; Maria da Glória Salazar d Eça Costa Franco; Maria da Piedade Simões Santana Pessoa Vaz Rebelo; Maria Graciete Nunes Pinto Franco Borges;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
12 - analysis, discussion and spreadi...	01-11-2012	30-11-2012	1	8,65

Descrição da tarefa e Resultados Esperados

Task description and Expected results

In course (8 months before) and after tools applications is necessary to analyse the results, systematizing different outputs. This analysis is qualitative and quantitative and we discuss with others results obtained with the same tools in others countries, basely, Spain. For this goal, we need some team meetings, to discuss, analyse and write reports, papers and articles to submit to journals and to present in congresses and conferences. It Is important, once again, the tasks division between team members, besides all are involved and share all contents.

Expected results: We expected, in this phase, to systematize all results information, elaborating reports and ultimating articles, papers and other presentations, like doctoral and master's thesis. We expected concluded 1 doctoral these and 3 master theses, write 2 articles in National Journals; 2 articles in International Journals; 3 presentations or communications and papers in the Proceedings of International Conferences; 2 presentations or communications and papers in the Proceedings of a National Conference, and compose 2 software manuals and 2 cd's rom with Sicole and Tradislexia.

Members of the research team in this task

Ana Paula Mendes Correia Couceiro Figueira, Ana Cristina Ferreira de Almeida, Célia dos Prazeres Ribeiro, Isabel Maria do Poço Lopes, Juan Eugene Jiménez González, Maria Cristina de Oliveira Salgado Nunes, Maria Cristina Petrucci de Almeida Albuquerque, Maria da Glória Salazar d Eça Costa Franco, Maria da Piedade Simões Santana Pessoa, Maria Graciete Nunes Pinto Franco Borges, doctoral and master (3) students and four (4) services/contracts examiners (and four (4) services/contracts examiners (in this case, we think that is necessary 4 - with different formation, psychology, education, Portuguese language, and so far, recruted, for example, from Job Center, or other way (basely, people with superior formation but without job).

Membros da equipa de investigação nesta tarefa

Members of the research team in this task

Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira; Célia dos Prazeres Ribeiro; Isabel Maria do Poço Lopes; Juan Eugene Jiménez González; Maria Cristina de Oliveira Salgado Nunes; Maria Cristina Petrucci de Almeida Albuquerque; Maria da Glória Salazar d Eça Costa Franco; Maria da Piedade Simões Santana Pessoa Vaz Rebelo; Maria Graciete Nunes Pinto Franco Borges;

Designação da tarefa	Data de início	Data de fim	Duração	Pessoas * mês
Task denomination	Start date	End date	Duration	Person * months
13- technical formation (in the schoo...	01-07-2013	31-07-2013	1	2,85

Descrição da tarefa e Resultados Esperados

Task description and Expected results

To guide technicians, teachers and educational psychologists, it is important to inform them about the new assessment instruments.

Dissemination of results, the use forms, and tools potentialities are the main goal of this task. Basically, sensibly for this disability and its assessment and treatment. I.e., to divulgate and make formation about the tools. This task is very important: this a non formal way to divulgate the materials and gain examiners in the future.(cf. timeline.pdf). So the last month (36) is for team members hollidays and for the IP write the final report.
Members of the research team in this task
Ana Paula couceiro figueira, Ana Cristina Ferreira de Almeida, master (3) and doctoral students.

Membros da equipa de investigação nesta tarefa
Members of the research team in this task
Ana Cristina Ferreira de Almeida; Ana Paula Mendes Correia Couceiro Figueira;

● ●

3.2.4. Calendarização e Gestão do Projecto
3.2.4. Project Timeline and Management

3.2.4.a Descrição da Estrutura de Gestão
3.2.4.a Description of the Management Structure

The principal researcher, Ana Paula Mendes Correia Couceiro Figueira, will be the cornerstone of the project´s management. For a constant supervision and coordination she will be accessorized by the researcher Ana Cristina Ferreira de Almeida e others members team and is very important the consulting work from Professor Jimenez, formally and both member team and main consultant of present project.
This project must begin with a travel of principal researcher, Ana Paula Couceiro Figueira, to University of La Laguna, Tenerife, where the research team about learning disabilities, with main researcher the Professor Jiménez, work and that have the rights of the tools sicole and tradislexia. Is necessary, in first place, that, when the project is the adaptation of a test in foreign language, that we know very well the tools, yours goals and use forms. Is well crucial establish a contract with both departments, to formalize the sicole and tradislexia use and negotiate or accord with its mentor the project schedule and the eventual incoming to Coimbra University.
Later, in Coimbra, the project will begin with a plenary session where they will assure that all the participants, included, if possible, Professor Jiménez, know what the goals are and what is the previous work and the different tasks, which is especially important for newcomers (the master and doctoral students).
The coordination will ensure the overseeing of the scheduled development and successful completion of each of the tasks.
The key factor for this organization is to maintain a good meeting rate for internal dissemination of results. We must also insure that, at short time spans, each task force group engaged on a detailed sub-task and meet for discussion of methods and results and possible occurrence of brain storming.
Between meetings, that must be, for each task force group, one by weak, on-line cooperation tools (e-mails) will be used to ensure communication between all elements.
Given the fact that the examiners will most be students, the PR must assure they are being given the correct training/guidance.
It is also this task objective to organize the workshop and the guidance of technicians, teachers and educational psychologists, to inform about new assessment instruments. Dissemination of results, use forms, and tools potentialities are the main goals of this task. Basically sensibly for this disability and its assessment and treatment.
In addition, we must insure to maintain consolidated records of the costs, resources and timescales associated with the project´s activities, to encourage publication and participation in conferences and the writing of the financial and activity reports so that they are delivered in time.
The timeline for all tasks and the assignment of team members to tasks is provided in the file timeline.pdf.

3.2.4.b Lista de Milestones
3.2.4.b Milestone List

Data	**Designação da milestone**
Date	Milestone denomination
01-09-2010	Beginning of the project

Descrição
Description
Work meetings:
- team meeting (in Laguna University): main investigator and mentor of project, for acquisition and contact, more deeply, with the original tools;
- team meeting (in Coimbra University), to familiarizate with the equipment and tasks division.
(cf. tasks 2 and 3).

Data	**Designação da milestone**
Date	Milestone denomination
31-12-2010	Finish the translation and adaptation of the tools

Descrição
Description
- translation of the tasks contents: from Spanish to Portuguese language and the inverse, with verification;
(cf. task 4).

Data	**Designação da milestone**

Date	Milestone denomination
30-09-2011	Linguistic adaptation of the contents

Descrição
Description

- cultural and linguistic content's adjustment, according to the goals of the component tasks;
(cf. task 5).

Data	**Designação da milestone**
Date	Milestone denomination
31-07-2012	Software composition

Descrição
Description

Composition of software in Portuguese version, to carry through the informatics team; training examiners.
(cf. tasks 6, 7, 8 and 9).

Data	**Designação da milestone**
Date	Milestone denomination
31-05-2013	Finish the application and use of the tools

Descrição
Description

Application and use of the tools to one show widened, with sight to the attainment of normalized data. Applications of the tools with sight to the characterization of the population.
(cf. tasks 10 and 11).

Data	**Designação da milestone**
Date	Milestone denomination
31-07-2013	Finish this project and perspective others

Descrição
Description

Discussion and spreading out of results (congresses, conferences and team meetings and published of articles). Dissemination of results an write the reports.
(cf. tasks 12 and 13).

3.2.4.c Cronograma
3.2.4.c Timeline

Ficheiro com a designação "timeline.pdf", no 9. Ficheiros Anexos, desta Visão Global (caso exista).
File with the name "timeline.pdf" at 9. Attachments (if exists).

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3.3. Referências Bibliográficas
3.3. Bibliographic References

Referência	Ano	Publicação
Reference	Year	Publication
[Al_sd]	2009	**Leitura, Literacia e bibliotecas escolares**
[CaSi06]	2006	Carvalhais, L., & Silva, C. (2006). Avaliação da Dislexia em Contexto Educacional. Em Anais do XI Congresso Sul-Brasileiro da Qualidade na Educação, (pp. 127-134). Joinvile: Centreventos Cau Hansen.
[CaSi06a]	2006	Carvalhais, L., & Silva, C. (2006a). Avaliação Diagnóstica da Dislexia. Em C. Machado, L. Almeida, M. Guisande, M. Gonçalves, & V. Ramalho (Eds.), Actas da XI Conferência Internacional: Avaliação Psicológica: Formas e Contextos (pp. 455-460). Braga: Universidade do Minho.
[CaSi06b]	2006	Carvalhais, L., & Silva, C. (2006b). Avaliação Psicológica da Dislexia de Desenvolvimento: construção da Bateria de Avaliação da Dislexia de Desenvolvimento. Em N. Santos, M. L. Lima, M. M. Melo, A. A. Candeias, M. L. Grácio & A. A. Calado (Orgs.), Actas do VI Simpósio Nacional de Investigação em Psicologia, vol. XI (pp. 42-56). Departamento de Psicologia da Universidade de Évora.
[CaSi06c]	2006	Carvalhais, L., & Silva, C. (2006c). Dislexia: modelos de leitura, tipologia, avaliação e intervenção. Em J. Tavares, A. Pereira, C. Fernandes & S. Monteiro (Org.), Actas do Simpósio Internacional de Activação e Desenvolvimento Psicológico (pp. 263-270). Aveiro: Universidade de Aveiro.
[CaSi07]	2007	Carvalhais, L. & Silva, C. (2007, June). Consequências sociais e emocionais da dislexia de desenvolvimento: um estudo de caso, Psicol. esc. Educ.,.vol.11, nº.1.
		Jiménez, J. E., Antón, L., Díaz, A., Díaz, J., Rojas, E., Estévez, A., García, A. I., García, E.,

[Jietal07]	2007	Guzmán, R., Hernández-Valle, I., Ortiz, M. R., O'Shanahan, I. & Rodrigo, M. (2007). TRADISLEXIA: un videojuego interactivo para el tratamiento de la dislexia [Software informático]. Universidad de La Laguna: Autores.
[Jietal07a]	2007	Jiménez, J. E., Antón, L., Díaz, A., Estévez, A., García, A. I., García, E., Guzmán, R., Hernández-Valle, I., Ortiz, M. R. & Rodrigo, M. (2007a). SICOLE-R: un sistema de evaluación de los procesos cognitivos en la dislexia mediante ayuda asistida atraves del ordenador [Software informático]. Universidad de La Laguna: Autores.
[NICHD]	2009	**National Institute of Child Health and Human Development – NICHD.**
[NICHD]	2009	**National Institute of Child Health and Human Development – NICHD.**
[ODSRC94]	1994	Orton Dyslexia Society Research Committee (1994). Operational definition of dyslexia. Perspectives, 20, 4.
[VM_sd]	2009	**Martins, V. (sd). Distúrbios da linguagem escrita: dislexia.**
www.gave.min-edu.pt	2009	**www.gave.min-edu.pt**
[Sicole-R]	2009	**PRESENTACIÓN SICOLE-R-Primaria**
[Tradislexia]	2009	**Software para mejorar el aprendizaje**
[ULL]	2009	**Cartera PI**
[Tradislexia06]	2006	**Tradislexia : un videojuego interactivo para el tratamiento de la dislexia**
[Tradislexia_R_06]	2006	**Resumo Tradislexia : un videojuego interactivo para el tratamiento de la dislexia**

3.4. Publicações Anteriores
3.4. Past Publications

| Referência | Ano | Publicação |
Reference	Year	Publication
[Fi06]	2006	**Figueira, A. P. C. (2006). Métodos de Avaliação dos processos cognitivos. Revista Linhas [Centro de Ciências da Educação – Universidade do Estado de Santa Catarina], 7(2).**
[Jietal09]	2009	**Jiménez, J.E., Guzmán, R., Ortiz, M.R., Díaz, A., Estévez, A., García, E., y Venegas, E. (2009). Validez discriminante de la Batería Multimedia Sicole-R-Primaria para la evaluación de procesos cognitivos asociados a la dislexia.Revista de Investigación Educativa, 27, 1, 49-71**
[JiMM09]	2009	**Jiménez, J.E., y Muñetón, M. (2009, submitted for publication). Efectos de la práctica asistida a través de ordenador en las habilidades ortográficas y de lectura en niños con dificultades de aprendizaje. Psicothema**
[Lo00]	2000	Lopes, I. (2000)."Analse de trois grammaires portugaises". In Travaux du SELF – Vers une nouvelle grammaire (THEDEL (Laboratoire Théorie et Description Linguistique), Paris), vol. 8, pp. 59-73.
[Pe02]	2002	**Petrucci, C. (2002). O ENSINO DA ESCRITA NAS DIFICULDADES DE APRENDIZAGEM: DE UMA PERSPECTIVA DICOTÓMICA A UMA PERSPECTIVA INTEGRADORA. REVISTA PORTUGUESA DE PEDAGOGIA,Coimbra: v. 36, n. 1/2/3, p. 27-45.**

4. Equipa de investigação
4. Research team

[-]

4.1 Lista de membros
4.1. Members list

| Nome | Função | Grau académico | %tempo | CV nuclear |
Name	Role	Academic degree	%time	Core CV
Ana Paula Mendes Correia Couceiro Fig...	Inv. Responsável	DOUTORAMENTO	65	U
Ana Cristina Ferreira de Almeida	Investigador	DOUTORAMENTO	20	U
Célia dos Prazeres Ribeiro	Investigador	DOUTORAMENTO	25	U
Isabel Maria do Poço Lopes	Investigador	DOUTORAMENTO	25	U
Juan Eugene Jiménez González	Investigador	DOUTORAMENTO	15	U
Maria Cristina de Oliveira Salgado Nu...	Investigador	DOUTORAMENTO	25	U
Maria Cristina Petrucci de Almeida Al...	Investigador	DOUTORAMENTO	20	U
Maria da Glória Salazar d Eça Costa F...	Investigador	DOUTORAMENTO	20	U
Maria da Piedade Simões Santana Pesso...	Investigador	DOUTORAMENTO	25	U

Maria Graciete Nunes Pinto Franco Bor...   Investigador   DOUTORAMENTO   25   U

(O curriculum vitae de cada membro da equipa está disponível clicando no nome correspondente)
(Curriculum vitae for each research team member is available by clicking on the corresponding name)

Total: 10

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5. Projectos financiados | - |
5. Funded projects
(Sem projectos financiados)
(No funded projects)

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6. Indicadores previstos | - |
6. Expected indicators

Indicadores de realização previstos para o projecto
Expected output indicators

Descrição Description	2010	2011	2012	2013	2014	Total
A - Publicações Publications						
Livros Books	0	0	0	0	0	**0**
Artigos em revistas internacionais Papers in international journals	0	0	2	2	0	**4**
Artigos em revistas nacionais Papers in national journals	0	2	2	2	0	**6**
B - Comunicações Communications						
Comunicações em encontros científicos internacionais Communications in international meetings	0	3	3	3	0	**9**
Comunicações em encontros científicos nacionais Communications in national meetings	0	2	2	2	0	**6**
C - Relatórios Reports	0	1	1	1	0	**3**
D - Organização de seminários e conferências Organization of seminars and conferences	0	1	1	1	0	**3**
E - Formação avançada Advanced training						
Teses de Doutoramento PhD theses	0	0	0	1	0	**1**
Teses de Mestrado Master theses	0	1	1	3	0	**5**
Outras Others	0	0	0	0	0	**0**
F - Modelos Models	0	0	0	0	0	**0**
G - Aplicações computacionais Software	0	0	2	0	0	**2**
H - Instalações piloto Pilot plants	0	0	0	0	0	**0**
I - Protótipos laboratoriais Prototypes	0	0	0	0	0	**0**
J - Patentes Patents	0	0	0	0	0	**0**
L - Outros Other						
manuals of use (books)	0	0	2	0	0	**2**
cds rom	0	0	2	0	0	**2**
	0	0	0	0	0	**0**

Acções de divulgação da actividade científica

Scientific activity spreading actions

We expected organize a workshop on Learning disabilities, dyslexia, open to teachers in general, from pre-schooler, Meddle and Secondary schools till Higher Education, and for educational psychologists. And for the task 5 -tasks of formation for technician, in the Sicole and Tradislexia use, we also expected to organize attractive modalities of invited, like in a web-page and posters.

7. Orçamento
7. Budget

Instituição Proponente
Principal Contractor

Universidade de Coimbra

| Descrição
Description	2010	2011	2012	2013	2014	Total
Recursos Humanos
Human resources	0,00	0,00	0,00	0,00	0,00	**0,00**
Missões
Missions	10.000,00	10.550,00	20.550,00	18.050,00	0,00	**59.150,00**
Consultores
Consultants	5.000,00	5.000,00	5.000,00	0,00	0,00	**15.000,00**
Aquisição de bens e serviços
Service procurement and acquisitions	500,00	1.000,00	30.500,00	1.500,00	0,00	**33.500,00**
Registo de patentes
Patent registration	0,00	0,00	0,00	0,00	0,00	**0,00**
Adaptação de edifícios e instalações
Adaptation of buildings and facilities	0,00	0,00	0,00	0,00	0,00	**0,00**
Gastos gerais
Overheads	3.860,00	4.430,00	11.210,00	3.910,00	0,00	**23.410,00**
TOTAL DESPESAS CORRENTES
TOTAL CURRENT EXPENSES	**19.360,00**	**20.980,00**	**67.260,00**	**23.460,00**	**0,00**	**131.060,00**
Equipamento
Equipment	3.800,00	5.600,00	0,00	0,00	0,00	**9.400,00**
Total	**23.160,00**	**26.580,00**	**67.260,00**	**23.460,00**	**0,00**	**140.460,00**

Instituições Participantes
Participating Institutions
(Não se encontram registadas Instituições Participantes para este projecto)
(No Participating Institution has been registered for this project)

Orçamento Global
Global budget

| Descrição
Description	2010	2011	2012	2013	2014	Total
Recursos Humanos
Human resources	0,00	0,00	0,00	0,00	0,00	**0,00**
Missões
Missions	10.000,00	10.550,00	20.550,00	18.050,00	0,00	**59.150,00**
Consultores
Consultants	5.000,00	5.000,00	5.000,00	0,00	0,00	**15.000,00**
Aquisição de bens e serviços
Service procurement and acquisitions	500,00	1.000,00	30.500,00	1.500,00	0,00	**33.500,00**
Registo de patentes
Patent registration	0,00	0,00	0,00	0,00	0,00	**0,00**
Adaptação de edifícios e instalações
Adaptation of buildings and facilities	0,00	0,00	0,00	0,00	0,00	**0,00**
Gastos gerais
Overheads	3.860,00	4.430,00	11.210,00	3.910,00	0,00	**23.410,00**
TOTAL DESPESAS CORRENTES
TOTAL CURRENT EXPENSES	**19.360,00**	**20.980,00**	**67.260,00**	**23.460,00**	**0,00**	**131.060,00**

	2010	2011	2012	2013	2014	Total
Equipamento Equipment	3.800,00	5.600,00	0,00	0,00	0,00	**9.400,00**
Total	**23.160,00**	**26.580,00**	**67.260,00**	**23.460,00**		**0,00 140.460,00**

Plano de financiamento
Finance plan

Descrição Description	**2010**	**2011**	**2012**	**2013**	**2014**	**Total**
Financiamento solicitado à FCT Requested funding	23.160,00	26.580,00	67.260,00	23.460,00	0,00	**140.460,00**
Financiamento próprio Own funding	0,00	0,00	0,00	0,00	0,00	**0,00**
Outro financiamento público Other public-sector funding	0,00	0,00	0,00	0,00	0,00	**0,00**
Outro financiamento privado Other private funding	0,00	0,00	0,00	0,00	0,00	**0,00**
Total do Projecto Total of the project	**23.160,00**	**26.580,00**	**67.260,00**	**23.460,00**	**0,00**	**140.460,00**

8. Justificação do orçamento
8. Budget rationale

`[ - ]`

8.1. Justificação dos recursos humanos
8.1. Human resources rationale

(Vazio)
(Void)

8.2. Justificação de missões
8.2. Missions rationale

Tipo Type	**Nº de deslocações** No. of participations
Participação em congressos	6
Local Venue	**Custo envolvido (€)** Cost (€)
Portugal	6.000,00

Justificação do financiamento solicitado
Rationale for requested funding

Is important the communication of results and advances to the scientific national community related to the area, as well as establish connections with other group members, get to know their projects and actualize our state-of-the-art. This cost is for 6 national congresses (cf. Congresses list.pdf),registration fees, travel, daily allowances and accommodation for 2 team members (2*6).

Tipo Type	**Nº de deslocações** No. of participations
Participação em congressos	6
Local Venue	**Custo envolvido (€)** Cost (€)
Europe	14.100,00

Justificação do financiamento solicitado
Rationale for requested funding

We plan to submit papers on 6 conference proceedings (cf. Congresses List.pdf). Following the last years locations, the venues will be located in an European country. International conferences are important for the project outcomes dissemination, acquaint the team with the undergoing works and establishment of contacts with potential partners. This budget is for 6 conferences in Europe, for 2 members team (6*2), for registration fees, travel and others costs with daily allowances and accomodation..

Tipo Type	**Nº de deslocações** No. of participations
Participação em congressos	3
Local Venue	**Custo envolvido (€)** Cost (€)
Outside Europe	11.550,00

Justificação do financiamento solicitado

Rationale for requested funding

We plan to submit papers on 3 conferences (cf. congresses list.pdf). If the last years trends are followed, the venues will be located outside the European soil, either in the United States or Asian countries or Latin America or Africa. The International conferences are important for the project outcomes dissemination, acquaint the team with the undergoing works and establishment of contacts with potential partners. This budget is for 3 conferences, for 2 persons (3*2), team members, for registration fees and other costs (travel,and daily allowances and accomodation).

Tipo Type	**Nº de deslocações** No. of participations
Estágios de curta duração	2
Local Venue	**Custo envolvido (€)** Cost (€)
university de la laguna - tenerife - Spain	5.000,00

Justificação do financiamento solicitado
Rationale for requested funding

Is necessary acquire the tools and learn its functions in deep form. The materials tools are in University of Laguna, Canárias Iles, with Learning Disabilities team, we think that is important that the main researcher of this project go to Laguna University to work with the Professor Jiménez team. The main researcher make the acquisition and contact with the original tools, retracted the equipment, learning and training in its use (cf. Tasks 2 and 9).The budget is for travel and daily allowances and accomodation for at least 2 weeks.

Tipo Type	**Nº de deslocações** No. of participations
Trabalho de campo	30
Local Venue	**Custo envolvido (€)** Cost (€)
Portugal or outside	22.500,00

Justificação do financiamento solicitado
Rationale for requested funding

work field
Will be gave 750 euros each other team member (10), for each year (3) for make research, work research, fieldwork {10*3*750}. Also, for accomplish the examiners in the workfield (doctoral and master students and the administrators in service), and go to conferences or workshops about the project theme. This money is for travel, costs or expenses, visits, registration fees, daily allowances and accommodation.

8.3. Justificação de consultores
8.3. Consultants rationale

Nome completo
Full name
juan eugene jiménez

Instituição
Institution
university de la laguna, tenerife

Fase do projecto Project phase	**Custo (€)** Cost (€)
all project phases	15.000,00

Justificação do financiamento solicitado
Rationale for requested funding

will be give to Professor jiménez 5.000 per year, give direct, to pay travels stay, hotels and meals, etc ......
Professor Jiménez is a team member of the Learning disabilities. Is an expert on Learning Disabilities and the mentor of Sicole and Tradislexia (see CV). For ethics and scientific questions we think that Professor Jiménez must be member team of this project and their consultant. He might be of extreme importance in all project phases, to regulate, control, and fellow the procedures and results. Also, may give contribute in write reports, papers and others presentations.

Página na Internet onde pode ser consultado o CV do consultor
Web page where the consultant's CV can be accessed
http://ldx.sagepub.com/cgi/content/abstract/22/3/195

8.4. Justificação de aquisição de bens e serviços
8.4. Service procurement and acquisitions

Tipo	**Custo (€)**

Type	Cost (€)
Services - people contrated or recruted	30.000,00

Justificação do financiamento solicitado
Rationale for requested funding

In any fidelity test case, to attainment normative data, is necessary the application of all tasks to one number widened of children. We need many people that administre the tools and that analyse the results. So,we think that future examiners maybe by contract/services (in this case, we think that is necessary 4 persons - with different formation (psychology, education, Portuguese language, and so far) (people a full time, 100%) (cf. timeline.pdf), recruted, for exemple, from Employed or Job Center or recruted from other way..

Tipo	**Custo (€)**
Type	Cost (€)
consumables, papers and typography	2.000,00

Justificação do financiamento solicitado
Rationale for requested funding

This funding will include general funding for consumables (inkers, papers, cd´s), and typography expenses with the manuals and the cd´s copys.

Tipo	**Custo (€)**
Type	Cost (€)
Workshops and others formations	1.500,00

Justificação do financiamento solicitado
Rationale for requested funding

We expected organize workshops on Learning disabilities, dyslexia, open to teachers in general, from pre-schooler, Meddle and Secondary schools till Higher Education, and for educational psychologists. And for the task 5 -tasks of formation for technician, in the Sicole and Tradislexia use, we also expected to organize attractive modalities of invited, like in a web-page and posters. Because we think that the formations are free, not payed This money is

8.6. Justificação do Equipamento
8.6. Equipment rationale

8.6.1. Equipamento já disponível para a execução do projecto
8.6.1 Available equipment

(Vazio)
(Void)

8.6.2. Discriminação do equipamento a adquirir
8.6.2. New equipment requested

Tipo de equipamento	**Fabricante**	**Modelo**	**Custo (€)**
Equipment type	Manufacturer	Model	Cost (€)
Laptop (10)	Toshiba	Toshiba A350-22E T9550/4/500/36	9.000,00

Justificação do financiamento solicitado
Rationale for requested funding

This item refers to 10 laptops for field work, team meetings, and task management. Because the tools are computerized, the laptop are crucial for their administration. They also be useful for demonstrations, either to other teachers as well as during the workshop. At least two of them will be used for intensive statistical treatment of data.

Tipo de equipamento	**Fabricante**	**Modelo**	**Custo (€)**
Equipment type	Manufacturer	Model	Cost (€)
Portable Hard Drive (4)	Iomega D.500GB, Prestige	Iomega D.500GB, Prestige	400,00

Justificação do financiamento solicitado
Rationale for requested funding

External disk portable units for used for backup storing of data, that might be necessary to several members of the time for analysis.

8.7. Justificação de registo de patentes
8.7. Patent registration

(Vazio)
(Void)

8.8. Justificação de adaptação de edifícios e instalações
8.8. Adaptation of buildings and facilities

(Vazio)
(Void)

9. Ficheiros Anexos

9. Attachments

Nome	Tamanho
Name	Size
budget.pdf	5Kb
Congresses List.pdf	6Kb
elementos da equipa a contratar.pdf	2Kb
timeline.pdf	35Kb

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Financiado por fundos estruturais da UE e fundos nacionais do MCTES