

## **Ie in mental retardation.**

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This paper describes results from a research aimed at experimenting diagnostic models and metacognitive intervention protocols for Mental Retardation. Namely, using both diagnostic (Learning Propensity Assessment Device - LPAD) and intervention tools (Instrumental Enrichment, EI) developed by Reuven Feuerstein, in a sample of 18 individuals (males and females) with mild and moderate MR, we tried to detect any possible changes in their cognitive functioning, the maintaining of skills acquired, the transfer of learning, and the incidence of cognitive changes on adaptive behaviours.

Research included a pre-test phase, aimed at preparing a baseline through the application of a diagnostic protocols, using psychometric tools for standard and dynamic assessments. The pre-test phase was followed by a treatment phase in which a few of the IE instruments were administered; finally, the post-test phase included the re-administration of the diagnostic protocol with the purpose of detecting any possible changes.

Overall data confirmed the effectiveness of cognitive stimulation programs, even in individuals with intellectual disabilities, especially with regard to maintaining and transfer of learning to tasks that were similar to those used during the training phase.

No indicators on generalization processes were used outside the testing setting; therefore, no qualitative changes emerged in adaptation.

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