



X CONGRESSO
mondiale di psicomotricità

X Congresso mondiale di psicomotricità

4 - 7 maggio 2023

Verona - Palazzo Gran Guardia



Programma della conferenza

Panoramica e dettagli delle sessioni di questa conferenza. Seleziona una data o un luogo per visualizzare solo le sessioni in tale data o luogo. Seleziona una singola sessione per visualizzare i dettagli (con eventuali abstracts e downloads se disponibili).

Nascondi le presentazioni Visualizzazione tabella Autori

Panoramica della sessione

Data: **Giovedì, 04.05.2023**

14:00 - 15:00	Registration: Arrivo e registrazione partecipanti Luogo, sala: Auditorium Foyer (Gran Guardia)
15:00 - 16:30	Grand Opening: Grand Opening and welcome speeches Luogo, sala: Auditorium Soubiran (Gran Guardia) Chair di sessione: Silvia CATTAFESTA traduzione simultanea in 3 lingue
	<p>15:00 - 15:25 Grand opening speech BOSCAINI, Franco^{1,2}; SMANIA, Nicola³; DALLA BERNARDINA, Bernardo⁴ ¹Italian Studies and Research Center for Psychology and Psychomotricity, Ciserpp; ²OIPR, vice-president; ³UniVr, Department of neuroscience, biomedicine and movement; ⁴CREP, Centro Ricerca per le Epilessie in età pediatrica Discorso di benvenuto e introduzione al ruolo della psicomotricità in Italia e nel mondo e dell'importanza del 10° Congresso Mondiale di Psicomotricità da parte dei presidenti Franco Boscaini (It) e Nicola Smania (It). Interviene Bernardo Dalla Bernardina, Direttore scientifico CREP. Sessione ufficiale di apertura.</p> <p>15:25 - 15:50 Grand Opening speech HERMANT, Gérard^{1,2} ¹ISRP PARIS, Francia; ²OIPR, General Secretariat Discours de bienvenue et introduction au rôle de la psychomotricité dans le monde et à l'objectif du 10ème Congrès Mondial de Psychomotricité par le Président Gérard Hermant (Fr). Séance d'ouverture officielle.</p> <p>15:50 - 16:15 EFP opening speech HOEK, Pim^{1,2} ¹NVPMT, The Netherlands; ²EFP, President Welcome speech and introduction to the role of EFP at the 10th World Congress of Psychomotricity by President Pim Hoek (NL). Official opening session.</p>
15:00 - 20:00	PO1: POSTER SESSION Luogo, sala: Loggiato della Gran Guardia Il loggiato della Gran Guardia è riservato alla sessione poster, dove i ricercatori presentano un poster cartaceo che illustra i metodi e i risultati della loro ricerca o di un loro progetto. Gli autori presenti rispondono alle domande poste dai colleghi interessati nei seguenti orari: Giovedì 4 maggio dalle 16:40 alle 17:00 Venerdì 5 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Sabato 6 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Domenica 7 maggio dalle 10:30 alle 11:00
16:30 - 17:00	Break: Break
17:00 - 18:30	P1: Keynote Lectures session 1 Luogo, sala: Auditorium Soubiran (Gran Guardia) Chair di sessione: Martin VETTER Traduzione simultanea in 3 lingue
	<p>17:00 - 17:30 Stress evolutivo o evoluzione autistica? RUSSO, Roberto Carlo CSNPPI, Italia Dalla letteratura mondiale emerge un aumento di diagnosi di autismo, anche per uso esclusivo dei test escludendo l'osservazione spontanea, con tendenza ad interpretare in modo superficiale il comportamento del bambino con conseguenti errori diagnostici (Kleinman J.M., et al., 2008). Nella fascia 12-36 mesi a seguito di uno stress psico-fisico (Russo, R.C., 2022) può manifestarsi nel bambino una modalità comportamentale sostenuta da uno stato confusivo e di sconcerto. Stress caratterizzato da disordine della comunicazione, possibile sostituzione con gli oggetti, auto-stimolazioni, disinteresse affettivo, difficoltà nell'immaginario. Anche i modelli di riferimento genitoriali e scolastici necessitano di aiuto. Viene presentata una ricerca precisando la diagnosi differenziale tra la sintomatologia di tipo simile autistico da Stress evolutivo e le Sindromi Autistiche. Viene confermata l'importanza di una corretta diagnosi e in ambedue i casi un intervento precoce multiplo al fine di, favorire la progressione dello sviluppo.</p> <p>17:30 - 18:00 Arte del gesto e del movimento in Psicomotricità. MADERA, Maria Rosa IPSE SRL, Italia Durante la seduta psicomotoria l'immaginazione favorisce la rappresentazione del movimento trasferibile nella realtà dove il lavoro psicomotorio procede secondo l'alternanza tra staticità e azione. La cura con cui lo psicomotricista si rivolge agli altri è l'attenzione costante al gesto, al movimento e al loro significato di azione e di relazione (Madera, 2022). Lo psicomotricista si interroga inoltre</p>

sull'attualità di una disciplina così lontana dagli schermi e dalle tastiere, luoghi dove si perde la percezione tattile, gustativa e olfattiva mentre si esalta quella visiva e uditiva (Riva,2017). Il compito è accompagnare a comprendere le "nuove emozioni" e aiutare a tradurle nel vissuto corporeo, nel gesto dinamico e nell'espressione verbale. Si compone così un'opera d'arte ideale dove il gesto e il movimento concorrono all'espressione di sé e all'equilibrio psicoemotivo (Boscaini, 2022).

18:00 - 18:30

Conceptual and methodological challenges for the future of psychomotricity as a professional field. A question of identity.

ROQUE MARTINS, Rui Fernando

Ulisboa, Faculdade de Motricidade Humana, Portugal

The practices of psychomotor therapists are based on a relational bond, and on playful processes of discovery and exploration of alternatives, facing the human being as an open system capable of self-organizing, through a creative attitude that emerges from a new order of system, creating opportunities for small changes to emerge, and for the development of different perspectives in an environment of questioning and discovery, with openness and security. In this context, psychomotor training, within the scope of higher education, should promote knowledge and professional profiles adjusted to this reality, and it is also essential to validate, through research, perspectives on human psychomotor development, the specificity of psychomotor problems and their semiology, the involvement of psychomotor factors in the learning potential, the quality of the processes involved in psycho-corporal relational mediation, and the methodological validity of the results of psychomotor practices.

A coherent relationship with the needs of the labour market is also essential, promoting more active and participatory learning, related to the specific skills of the profession, combined with communication skills, team integration, leadership, innovation, and adaptation to change.

18:30 - 19:30

Grand opening aperitif: Aperitivo di inaugurazione

Luogo, sala: **Cafè Bistrot**

20:00 - 22:00

Thursday Dinner: Cena per i delegati OIPR e EFP (e amici)

Luogo, sala: **Arca di Noè - Ristorante pugliese**

Tutti i delegati dell'OIPR e dell'EFP sono invitati a una cena informale presso l'Arca di Noè, il tipico ristorante pugliese di Verone. Sono benvenuti anche tutti gli amici e i colleghi (questo costo non è incluso nella quota congressuale: euro 30,00). La registrazione è obbligatoria in LA MIA AGENDA

Data: Venerdì, 05.05.2023

8:00 - 9:00

Registration Day2: Arrivo e registrazione partecipanti

Luogo, sala: **Auditorium Foyer (Gran Guardia)**

9:00 - 10:30

P2: Keynote Lectures session 2

Luogo, sala: **Auditorium Soubiran (Gran Guardia)**

Chair di sessione: **Alexandrine SAINT-CAST**

traduzione simultanea in 3 lingue

9:00 - 9:30

Développement de la psychomotricité en Afrique occidentale francophone : états des lieux et perspectives

KARFO, Kapouné; DOGA, Abdoul- Azize

délégué Burkina Faso, Burkina Faso

Ce papier est pour rendre compte du développement de la psychomotricité en Afrique de l'Ouest francophone particulièrement au Burkina Faso

Le Burkina Faso est un pays de l'Afrique l'Ouest, enclavé, à ressources limitées. La santé mentale est tributaire d'un budget très pauvre (Marion C 2016).

Les ressources qui lui sont allouées ne permettent pas son développement (Justine B 2016).

Nous présentons ici l'état des lieux du développement de la psychomotricité.

Dans le cas du Burkina, on note un manque criard de ressources humaines spécialisées. Ce pays de 22 millions d'habitants compte à ce jours 14 psychiatres, 6 psychologues cliniciens, 3 orthophonistes et 0 psychomotricien (INSD/BF 2019).

L'expérience du pays a consisté de former depuis 2005, des infirmiers à la fonction de psychomotriciens et d'orthophonistes capables de prendre en charge les enfants présentant des troubles psychomoteurs et orthophoniques dans une unité de pédopsychiatrie avec l'appui d'un hôpital du Nord.

C'est dans ce contexte que l'Institut de Médecine et Sciences Alliéées est né avec à son actif actuel 50 étudiants dans les formations de psychomotricité, d'orthophonie et de psychologie clinique

9:30 - 10:00

Psychomotricity: Is there a professional contribution in times of war and crisis?

VETTER, Martin

Philipps University of Marburg, Germany

We are currently experiencing a time with challenges that were unimaginable less than five years ago. Even if, on the surface, we are dealing with very different problem areas, as natural disasters, the Corona pandemic and current wars, these scenarios show us that what we thought was secure can be shaken from one day to the next.

As a result, people are often torn from their life contexts. Children are often at the end of the help chain. Learning" in the "classical" sense is hardly possible in new circumstances or surroundings (Stäuble et al., 2014). Studies and experiences from crisis areas also indicate that teachers often have to deal with challenges and traumatization in their own environment (DeFelicce, 2015; Rutishauser, 2012; Jäger, 2012).

Enabling children to (re)discover their own learning paths initially requires a turn to more elementary work. Psychomotricity has a long-lasting experience supporting children with special needs and in special circumstances, a competence in working with parents and in advising institutions. This presentation introduces a conceptualized project and its preliminary considerations, seeing an important field for the profession in the future.

10:00 - 10:30

Psychomotricity in the diagnostics and treatment for adults with posttraumatic stress disorder

VAN DE KAMP, Minke^{1,2}

¹Vrije Universiteit, The Netherlands; ²Antes (ParnassiaGroep), The Netherlands

Posttraumatic stress disorder (PTSD) involves a fundamental dysregulation of arousal modulation (Krupnik, 2021). It is associated with significant problems in the area of psychomotricity, e.g. interoceptive and emotional awareness, pain, physical numbing, muscle tension, startle responses, and body experience (Lanius et al., 2010; Shipherd et al., 2014; Yehuda et al., 2015).

Therefore, psychomotricity may be a valuable addition to diagnostics and treatment for PTSD. This lecture elaborates on the topics: What can we observe in psychomotricity of patients with PTSD? How does this lead to treatment planning for psychomotor therapy? Which psychomotor interventions are proven effective in PTSD?

Firstly a psychomotor diagnostic assessment is presented for adults with PTSD to assess aspects of functioning and treatment planning (Kamp et al., 2018); it's theoretical background, development, and research on inter-raters reliability using the DOMENIC method (Cicchetti et al., 2009).

Secondly, a meta-analysis published in 2019 (Kamp et al., 2019) is updated on the effectiveness of psychomotor therapy in decreasing PTSD symptoms and secondary outcomes of depression, sleep disturbance and interoceptive awareness. The search terms, inclusion criteria, results and conclusions are presented.

9:00 - 20:00	<p>PO2: POSTER SESSION Luogo, sala: Loggiato della Gran Guardia Il loggiato della Gran Guardia è riservato alla sessione poster, dove i ricercatori presentano un poster cartaceo che illustra i metodi e i risultati della loro ricerca o di un loro progetto. Gli autori presenti rispondono alle domande poste dai colleghi interessati nei seguenti orari: Giovedì 4 maggio dalle 16:40 alle 17:00 Venerdì 5 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Sabato 6 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Domenica 7 maggio dalle 10:30 alle 11:00</p>
10:30 - 11:00	<p>CB1: Coffee Break Luogo, sala: Cafè Bistrot</p>
11:00 - 13:00	<p>P3: Keynote Lectures session 3 Luogo, sala: Auditorium Soubiran (Gran Guardia) Chair di sessione: Franco BOSCAINI traduzione simultanea in 3 lingue</p>
	<p>11:00 - 11:30 Una mirada actual sobre los Trastornos del Desarrollo de la Coordinación SASSANO, Miguel Universidad de Morón - OIPR, Argentina Antes de la aparición del movimiento hay una gran elaboración interior que representa la presencia de una intención. Esa intencionalidad es la que da a la motricidad una función social y una función psíquica intrínseca. El objetivo de la Psicomotricidad es pues, concretizar la relación entre el movimiento y el pensamiento (Da Fonseca, 1998). El TDC es un trastorno heterogéneo, y con él pueden aparecer dificultades en la motricidad fina, la motricidad gruesa o ambas (Visser, 2003). Independientemente del tipo de competencias que se vean afectadas, el desempeño en tareas motoras generalmente es más lento, poco cuidadoso y variable en comparación con los compañeros y, por otra parte, puede afectar el adecuado desempeño y la adquisición de competencias adaptativas sobre todo en niños durante la etapa escolar (Geuze, 2005). El mejor conocimiento del trastorno permitirá identificar a aquellos niños con mayor riesgo de desarrollarlo, así como la realización de un diagnóstico y tratamiento precoz.</p>
	<p>11:30 - 12:00 Holism in Practice - Practicing psychomotricity in psychiatry POST, Ditte-Marie Danish Association of Psychomotricity, Denmark Psychomotricity is a field, a practice and an approach, whose many facets are applicable in many contexts in the field of psychiatry. With a view of the human being as a unique entity made up of physical, psychological, social elements, the psychomotor therapist can offer contact, presence, understanding and help in this field. In stead of merely treating, affecting or even "curing", psychomotricity offers an opportunity for self development, self knowledge, self mastery and insight, cultivating abilities and competences that may transcend the therapy sessions. The twin concepts "Body conscience" and "Body experience" are helpful tools, developed through the history of Danish Psychomotricity, which through their application in therapeutic sessions, as well as in the teaching of groups, which in the fields of psychiatry and mental health can provide a method and approach for psychomotricians working here and contribution to multi-disciplinary clinical work. This speech is based on 15 years of practise and reflection. It will include practical examples, points for reflection, and reflections on communication and cooperation with other professions in the psychiatric field.</p>
	<p>12:00 - 12:30 Intervención terapéutica en trastornos graves de salud mental en un modelo residencial de protección de menores ORTEGA TRUJILLO, Lorenzo; GARCÍA NÚÑEZ, Juan Antonio Fundación Citap, España Residencia Berzosa es un dispositivo residencial para menores de protección en situación de riesgo de salud mental, ubicado en la sierra de Madrid. Nuestro enfoque terapéutico se dirige al restablecimiento del vínculo, partiendo de lo más primario, la expresión y la comunicación a nivel del cuerpo, para llegar a la capacidad simbólica y el desarrollo de la mentalización y el lenguaje, base de la sociabilidad adulta. El riesgo está en la pérdida de conexión entre los miembros del equipo por una parte y en el ensimismamiento de la psicomotricidad en torno a sí misma por otra, que conduce a la pérdida de eficacia terapéutica y en última instancia al desgaste del propio profesional, especialmente en entornos tan adversos como estos. Elementos relevantes a tener en cuenta son: 1) la propensión de los psicomotricistas a entrar en un bucle regresivo en el que se magnifica el placer primario inherente a esa fusión relacional tónico-emocional y 2) la dificultad natural de poner en palabras las sensaciones corporales, y la pérdida que inevitablemente se produce en el trasiego de la información en el equipo terapéutico.</p>
	<p>12:30 - 13:00 Competencias psicomotoras, una alternativa en el niño con TDAH SUÁREZ, Begoña Delegación en México de la OIPR, Mexico El Trastorno por TDAH requiere ser atendido con base en aprendizajes, claves de la memoria, así como con la construcción de sistemas simbólicos, que permitan un enfoque integral, sustentado en planteamientos estratégicos orientados a las competencias psicomotoras (Barkley, R.A., 2011; Bonet Camañes, T., Soriano García, Y. y Solano Méndez, C., 2006). Son diversos los métodos que en la actualidad se ocupan del TDAH, con el objetivo de que quienes lo padecen, sean socialmente funcionales y ello se logra cuando se da una detección oportuna y por lo tanto un tratamiento eficaz. En este marco se da a conocer un espacio de encuentro con el niño, que combina diferentes formas de mediación entre el cuerpo, el diálogo tónico, el movimiento y el objeto de conocimiento (Boscaini, F., 2013; González, Elorrieta C., 2017), para crear ambientes de aprendizajes variados y flexibles, que promuevan la construcción progresiva de conceptos, procedimientos, desafíos y actitudes, con mayor espontaneidad, naturalidad, seguridad y autorrealización, buscando alternativas para minimizar el impacto del trastorno; se adapten mejor, aporten a la sociedad, sean más comprendidos y felices.</p>
13:00 - 14:30	<p>LB1: Pausa Pranzo Pranzo libero per partecipanti e studenti nella meravigliosa cornice del centro storico di Verona, ricco di locali tipici e di posti da visitare. I delegati EFP e OIPR sono invitati per un pranzo veloce da Ostinati, prenotazione richiesta e scelta del menu disponibile durante la pausa caffè.</p>
14:30 - 16:00	<p>SP1: SPECIFICITÀ E QUALITÀ DELL'INTERVENTO PSICOMOTORIO NEI DISTURBI PSICHIATRICI Luogo, sala: Auditorium Soubiran (Gran Guardia) Chair di sessione: Rui Fernando Roque Martins Lingue parlate: Inglese, francese</p>
	<p>14:30 - 14:50 Predictive value of interoceptive awareness on self-image MEIJER, Jaisey; SCHEFFERS, Mia Windesheim University of Applied Sciences, Netherlands, The Background: Given the role of a negative self-image (SI) in the development of different psychiatric disorders, insight in factors that influence SI is important as it helps choose effective treatment. From a neurobiological perspective an association between interoceptive awareness (IA) and SI may be assumed. Also, less attention to the body ('presence') probably leads to decreased self-liking. The aim of this study was to explore the predictive value of IA on SI. Method: In a cross-sectional study MAIA-2 and SLSC-R data, completed by 102 patients in a primary care facility, were analyzed using single and stepwise multi-regressions.</p>

Result: The ability to pay attention to and trust the body accounts for 25% of the variance in self-competence. 47% of variation in self-liking can be explained by the extent to which a person listens to and trusts ones body and perceives body signals as non-troubling.

Conclusion: The degree of body trust seems an important predictive value on SI. This adds the evidence-base for the use of psychomotor therapy (PMT) as within PMT, systematic attention is paid to IA.

14:50 - 15:10

Body-Home: an individual psychomotor case study with an adult with schizophrenia

GUIMARÃES, Susana

FMH, Portugal

Psychomotricity is a preventive, educational or therapeutic approach intended for any person, regardless of age, who manifests in any way a psychocorporal malaise. The present case study concerns the individual psychomotor therapy of a 45-year-old adult male, diagnosed with paranoid schizophrenia at the age of 23, who lived in a messy house with a messy body. An intervention of two and a half years in which the changes in him and the changes around him are clearly visible. Therapeutically, while he acted and lived his own body in a psychomotor process of inner change, he could also act and live a process of change in his own home. His real home was a house full of things that instead of protecting him, reawakened his fear. Through a new experience of the body in relation to self and others, psychomotor therapy improved internal, emotional, relational and motor skills, supporting the process of agency and change.

15:10 - 15:30

Temporalité du soin psychomoteur en psychiatrie de l'adulte

LE CORRE, Mélisande¹; HELIAS-PEAN, Agnès²

¹Unité Hospitalière Spécialement Aménagée, GH Paul Guiraud, Villejuif, France; ²Centre d'Activités Physiques et Sportives et Maison Sport Santé PEPS, GH Paul Guiraud, Clamart, France

Notre propos clinique s'articule autour d'un fil rouge photographique. Nous proposons dans cette intervention de suivre le parcours de soin d'un patient en psychiatrie adulte, en corrélant la temporalité de la maladie, les lieux d'accueil et de soin hospitaliers français et les adaptations du soin en psychomotricité.

Nous présenterons l'état de décompensation psychiatrique, ses modalités de prise en soin et les modes d'intervention du psychomotricien (Le Corre, M., Bacrie, S., & Helias-Pean, A., 2022). Nous aborderons l'évolution de l'état aigu jusqu'à sa stabilisation en service intra-hospitalier. Nous présenterons les techniques psychomotrices utilisées dans ce processus, de la prise en charge en chambre jusqu'au travail de préparation à la sortie.

Nous appuierons l'importance du travail du psychomotricien dans le lien entre l'intra et l'extra-hospitalier. Il sera question de la suite du parcours post-crise : le rétablissement ou la chronicité ; et du rôle du psychomotricien dans cet accompagnement au long cours en dehors des murs de l'hôpital. Dans la temporalité cyclique de la maladie mentale, le psychomotricien intervient dans la prévention de la rechute, parfois dans son accompagnement jusqu'à la ré-hospitalisation.

15:30 - 15:50

The motor neurological soft signs (MNSS) and its contribution to psychomotor profile of persons with schizophrenia

GUIMARÃES, Susana¹; SANTOS, Sofia^{1,2}; LEBRE, Paula^{1,3}

¹FMH, Portugal; ²UIDEF – Instituto da Educação; ³INET-md

The Motor Neurological Soft Signs (MMNS) are small, non-localizable neurological changes that include minor deficits in motor coordination and sequencing, and are often identified in persons with schizophrenia. The aim was to analyze the differences in MNSS between persons with and without schizophrenia, as well to contribute to the psychomotor profile of persons with schizophrenia.

The sample included 110 participants with (n=60) and without (n=50) schizophrenia. The Portuguese version of the Brief Motor Scale (EMoB-PT) and the Mental State Examination (MMSE) were used. The results showed significantly higher scores on the MNSS in persons with schizophrenia. In persons with schizophrenia, no significant differences in gender, age and medication were identified (p>.05). Cognitive impairment, number of hospitalizations and age of onset do not explain the MNSS scores by themselves, but higher scores occurred in people with lower education and no academic or professional activity, in both groups. The MNSS seems very important to psychomotor programs evaluation and monitorization that improve better psychomotor competencies and quality of life of these persons in their daily life.

14:30 - 16:00

SP2: NUOVI STRUMENTI E PROSPETTIVE IN GRAFOMOTRICITÀ

Luogo, sala: **Sala Wallon (Gran Guardia)**

Chair di sessione: **Martin VETTER**

Lingue di presentazione: italiano e inglese

14:30 - 14:50

Repenser une anthropologie du geste pour le geste d'écriture - les débuts d'une recherche doctorale

G'SELL, Marie

ISRP, France

La thématique de l'écriture concerne nombre de psychomotriciens. L'évaluation de la graphomotricité fait partie du bilan psychomoteur. Écrire concerne la plupart des enfants et adultes occidentaux. Des patients évoquent pourtant ne pas aimer écrire.

Du point de vue psychomoteur, écrire implique des habiletés perceptivomotrices et cognitives. Apprendre à écrire fait partie des premiers apprentissages scolaires, et servira, à condition d'être suffisamment automatisé, d'outils aux suivants.

L'Homme écrit depuis 5000 ans. L'écriture a émergé d'un besoin. Écrire nécessite pourtant un apprentissage long et complexe tant au niveau praxique que langagier. Pour l'élève présentant des difficultés d'écriture, écrire peut sembler inutile dans une société de plus en plus numérique ou la place du geste manuscrit semble disparaître aux yeux des autres.

La découverte du livre de Jousse, bien que proposant une critique acerbe de l'écriture pourrait néanmoins apporter des pistes de compréhension anthropologique sur le sens de l'écriture pour l'homme. Il permettrait au psychomotricien d'enrichir sa connaissance et d'avoir des éléments utiles lors des prises en soin, auprès du patient et de sa famille.

14:50 - 15:10

Effectiveness of psychomotor therapy in the area of fine and graphomotor skills

HURSCHLER LICHTSTEINER, Sibylle

University of Teacher Education Lucerne, Switzerland

In Switzerland, many children with handwriting problems attend psychomotor therapy. Since there is practically no evidence about the effectiveness of this highly child-centred and adaptive treatment, our project was the first to investigate the effect of psychomotor therapy by means of an RCT study. 60 randomly selected children with an assessed need for therapy took part in therapy sessions offered by psychomotor therapists in the city of Zurich over a period of 16 weeks. An equal number of children were assigned to the waiting group and received therapy only after the assessment. Longitudinal measures included a test of fine motor ability, tablet-based measures of handwriting skills, and a survey of the writing ability self-concept. The hypotheses were for improvement in fine motor and handwriting skills.

In the presentation, the final results are presented. Finally, the question of how to examine the fit between therapy needs and effectively delivered therapy work has to be discussed if one wants to understand the results and improve future therapy.

15:10 - 15:30

GRAFOS-2 a diagnostics tool to identify graphomotor difficulties in children aged 4-8

SÄGESSER WYSS CH, Judith¹; CATTAFESTA (I), Silvia²; ECKHART(CH), Michael¹; MAURER (CH), Michelle¹; DIBRINA (I), Carlo³; BAZZERO (I), Monica³

¹University of Teacher Education Bern / PHBern; ²Italian Studies and Research Center for Psychology and Psychomotricity; ³University "Sapienza" Policlinic Umberto I", Rome

	<p>Psychomotor skills, especially the domains of graphomotor skills, visuomotor coordination and fine motor skills play a crucial role for a successful transition to school for all children (e.g., Fischer, 2018).</p> <p>To support teachers and therapists in identifying graphomotor difficulties, the three-part diagnostic instrument GRAFOS (Sägesser & Eckhart 2016) was developed at Bern University of Teacher Education. This contribution focuses on the well-established GRAFOS-Screening. To make the GRAFOS-screening more meaningful for 7-8-year-old children, we developed the GRAFOS-2-screening. This revised and extended instrument, which comprises five more difficult shapes, is currently being standardized. Preliminary test-theoretical analyses revealed satisfactory to good validity ($r = .62, p < .001$), interrater reliability ($K = .66, n = 262$), and internal consistency ($\alpha = .78$). Further results on an extensive sample of more than $n = 2500$ children will be presented at the congress.</p> <p>The GRAFOS-2 screening is currently being translated to Italian and standardized. Italian standardization will be presented in its theoretical background, development, content, and current stages of research.</p>
14:30 - 16:00	<p>WS1: Implementation of Sherborne Approach with children in a private clinic in Athens</p> <p>Luogo, sala: Sala Ajuriaguerra (Gran Guardia) workshop presentato in Inglese</p>
	<p>Implementation of Sherborne Approach with children in a private clinic in Athens</p> <p>SYPSA, Christina Psychomotor Athens, Greece</p> <p>Sherborne Developmental Movement (SDM) as an approach falls completely in line with the holistic view of psychomotor therapy (Simons, 2014), as it uses body experiences, such as rocking, rolling, sliding, running, hanging, pushing, pulling exercises (Sherborne, 1990) in order for children to acquire body mastery (somatic/motor aspect), to improve body and space awareness (cognitive aspect), reinforce social interactions by working in different group dynamics (social aspect) and create a safe and accepting environment so that children are able to create a positive self-esteem (Syypsa & Simons, 2008) and sensitivity for others (emotional aspect).</p> <p>The purpose of this workshop is to describe the main principles of SDM and present an adaptation of the approach in a parents-children program, as it is implemented in a private multi-disciplinary rehabilitation clinic for children in Athens.</p> <p>This program is designed for children 3-6 years old, who face developmental, psychosocial or behavioral issues, and their parents. During sessions parents participate actively by supporting their child to succeed the goals set by the therapist and at the same time they learn how to interact effectively with their child according to the circle of security theory (Powell, Cooper, Hoffman & Marvin, 2014).</p>
14:30 - 16:00	<p>WS2: Approches africaines des troubles psychomoteurs</p> <p>Luogo, sala: Bergès Gym (Stimate) workshop presentato in francese</p>
	<p>Approches africaines des troubles psychomoteurs</p> <p>BANINDJEL, Joachen Université de Yaoundé 1, Camerun</p> <p>Cette recherche vise à montrer l'impact des massages traditionnels africains dans la prise en charge des troubles psychomoteurs. Le Digui chez les Basa'a du Cameroun est une technique qui peut être pratiquée sur toute personne ayant ce problème. Le résultat que l'on peut obtenir permet de constater qu'il s'agit d'une technique qui favorise l'hydratation du corps en profondeur, apporte l'élasticité et la souplesse de l'épiderme, soulage les muscles à la suite d'un exercice physique, réchauffe le corps et le met en confiance.</p>
14:30 - 16:00	<p>WS3: Innovación para el desarrollo psicomotor: pensamiento visible, retos y osadías del juego bajo el marco del aprendizaje lúdico.</p> <p>Luogo, sala: Irmischer Gym (Stimate) workshop presentato in spagnolo</p>
	<p>Innovación para el desarrollo psicomotor: pensamiento visible, retos y osadías del juego bajo el marco del aprendizaje lúdico.</p> <p>MONTOYA FERNÁNDEZ, Carlos; GÓMEZ BARRETO, Isabel María; GIL MADRONA, Pedro Facultad de Educación de Albacete. Universidad de Castilla-La Mancha, España</p> <p>La multidimensionalidad del desarrollo humano es un factor clave a tener en cuenta en el proceso de enseñanza-aprendizaje en la Educación Infantil. Las evidencias muestran como existe una íntima interrelación entre el desarrollo socioemocional y el psicomotor, lo cual es especialmente relevante por sus vinculaciones con la salud física y mental (Sari et al., 2020). El juego per se es un medio clave por su gran influencia sobre el desarrollo de estas dimensiones, incidiendo sobre aspectos como las habilidades motrices, la coordinación visomotora, las emociones y las habilidades sociales, entre otros (Gómez-Barreto et al., 2021). En este marco se plantea la Pedagogía del Juego como una perspectiva teórica que basa el aprendizaje y el desarrollo en experiencias lúdicas, a partir de los principios fundamentales de elección, disfrute, significatividad e interacción entre los niños (Zosh et al., 2017). Por todo ello, el presente taller pretende ejemplificar un modelo de 6 estrategias lúdicas retadoras y desafiantes, que utilizarán el cuerpo y el movimiento para proporcionar un contexto enriquecido de experiencias y oportunidades para el desarrollo del alumnado de Educación Infantil.</p>
14:30 - 16:00	<p>WS4: L'equilibrio, una funzione che si educa.</p> <p>Luogo, sala: Kiphard Gym (Stimate) workshop presentato in italiano</p>
	<p>"L'equilibrio, una funzione che si educa."</p> <p>PELLEGRINI, Celeste; TIBILETTI, Sabrina IPSE SRL, Italia</p> <p>La psicomotricità, sia nei contenuti teorici, sia nelle applicazioni pratiche, si connota come una disciplina integrata e integrante, che ha come obiettivo l'espressione armonica delle funzioni psichiche e la continua ricerca di un equilibrio fisio-psichico.</p> <p>L'approccio integrato incontra la funzione dell'equilibrio e i diversi linguaggi espressivi donano supporto all'equilibrio nelle relazioni.</p> <p>La psicomotricità, con le proposte di libere attività, fuori dagli schemi usuali, caratterizzate da tempi e da spazi modificabili e flessibili, favorisce la realizzazione di comportamenti non condizionati e sviluppa l'immaginazione che produce così nuovi modelli e nuovi progetti.</p> <p>A questo scopo lo psicomotricista propone attività che riattivano la funzione immaginativa e la rendono integrante e indispensabile all'azione e alla relazione.</p> <p>Madera, M.R., (a cura) (2013), "Educazione gestuale di Maria Luisa Orlic", Roma, Armando Editore.</p> <p>Madera, M.R., Pellegrini, C. (a cura) (2019), "Le buone pratiche in psicomotricità", Varese, Macchione Editore.</p> <p>Madera, M.R., (2022), "L'arte del gesto e del movimento in psicomotricità", Roma, Armando Editore.</p>
14:30 - 16:00	<p>WS5: Pack EEC: Exploración y Ensamble Corporal Fundamentación, características e implementación de una herramienta de anamnesis personal corporal destinada a adolescentes, adultos jóvenes, de mediana edad y adultos mayores.</p> <p>Luogo, sala: Berruezo Gym (Stimate) workshop presentato in spagnolo</p>
	<p>Pack EEC: Exploración y Ensamble Corporal Fundamentación, características e implementación de una herramienta de anamnesis personal corporal destinada a adolescentes, adultos jóvenes, de mediana edad y adultos mayores.</p> <p>SAAL, Silvia Untref, Argentina</p> <p>El Pack EEC es una herramienta que parte de la exploración personal corporal del sujeto para -junto al psicomotricista- ensamblar la historización de los padecimientos corporizados en signos psicocorporales. Tiene como objetivo acompañar al paciente a construir una anamnesis personal corporal de los recuerdos y sucesos vivenciados y sentidos a lo largo de su historia. Da apertura al proceso de</p>

	<p>observación de los signos de malestar que alteran el funcionamiento del cuerpo con el fin de dimensionar lo registrado en nuevos sentidos y significados para el sujeto que padece, así como orientar la intervención a lo largo del tratamiento.</p> <p>Ha sido desarrollado para ser implementado por psicomotricistas especializados en el abordaje clínico. Su aplicación es individual y está destinado a adolescentes, adultos jóvenes, de mediana edad y adultos mayores. Su administración no se limita a un tiempo pautado, sino que se abre a un proceso compartido.</p> <p>Esta herramienta, particularmente específica de la psicomotricidad, se suma como nuevo aporte a los diversos recursos que ya se vienen implementando en el campo adolescente y adulto en los diferentes ámbitos de inserción de nuestra disciplina.</p>
<p>14:30 - 16:00</p>	<p>SP3: NUOVI AMBITI DI INTERVENTO E INTER-PROFESSIONALITÀ</p> <p>Luogo, sala: Meeting Room MDX1 (Stimate)</p> <p>Chair di sessione: Cristina Rubianes Vieira</p> <p>Lingue parlate: inglese, francese, spagnolo</p>
	<p>14:30 - 14:50</p> <p>Relaciones entre arquitectura y psicomotricidad</p> <p>CAVAS GARCÍA, Francisco</p> <p>UMUSPORT. Universidad de Murcia, España</p> <p>La psicomotricidad es un ámbito que se relaciona directamente con la arquitectura, ya que ambas disciplinas estudian el comportamiento humano en relación con el entorno. La arquitectura tiene como objetivo crear espacios que sean funcionales y seguros para el usuario y la psicomotricidad busca optimizar el movimiento y la postura de los usuarios para mejorar su bienestar.</p> <p>La arquitectura y la psicomotricidad son dos áreas que comparten una gran cantidad de conocimientos y que están íntimamente relacionadas, la relación entre la arquitectura y la psicomotricidad, desde una perspectiva práctica trata las formas en que los proyectos arquitectónicos pueden contribuir al bienestar de los usuarios y abordaremos cómo la psicomotricidad puede contribuir a mejorar la aceptación y el uso de espacios arquitectónicos que sean seguros y accesibles para todos. Se discutirá la importancia de considerar las necesidades específicas de los usuarios en el diseño. Esto servirá para ilustrar la importancia de considerar la relación entre la arquitectura y la psicomotricidad para lograr espacios seguros, confortables y accesibles para todos.</p> <hr/> <p>14:50 - 15:10</p> <p>Présentation du métier de psychomotricien dans les activités physiques adaptées, le parasport et le sport</p> <p>GOUBAULT, Laura^{1,2}; DISS, Thibault^{1,2}; LESCARBOTTE, Serge¹; TAVERNIER, Marie¹</p> <p>¹AFP-SPAP Association Française des Psychomotriciens intervenant dans le Sport, le Parasport et l'Activité Physique, France; ²ISRP - Paris Institut Supérieur de Rééducation Psychomotrice, France</p> <p>L'AFP-SPAP, créée en 2022, réfléchit à la place du psychomotricien dans les activités physiques adaptées, le sport et le parasport en se plaçant dans une action de prévention et d'éducation. Lors du Xe congrès mondial de psychomotricité, des cas concrets de bénéficiaires d'action psychomotrice dans ces trois domaines seront présentés. Le spectre de compétences du psychomotricien légitime sa place dans les activités physiques adaptées et l'amène à travailler en complémentarité avec de nombreuses professions médicales, paramédicales et annexes aux bénéficiaires d'usagers éloignés des activités physiques. Le psychomotricien peut également exercer au service du parasport, impliquant tout sportif quel que soit son handicap (mental, psychique, sensoriel, moteur, cérébral). Les parasportifs sont des athlètes qui pratiquent un sport adapté à leur handicap. Enfin, le psychomotricien tend à être reconnu comme un professionnel support dans le domaine du sport valide, auprès d'un public tout venant. Au-delà de la notion de performance, le psychomotricien se place dans un contexte de prévention des blessures, de récupération sportive et d'interface entre l'équipe d'encadrement sportif et l'athlète.</p> <hr/> <p>15:10 - 15:30</p> <p>Strategies for coping with stress and anxiety among psychomotor students</p> <p>FRAUSING, Kristian Park; JAKOBSEN, Gitte; FLAMMILD, Manja Harsted; DAHLGAARD, Jesper Ovesen</p> <p>VIA University College, Denmark</p> <p>Stress and anxiety are escalating problems among students in higher education but interventions have proven difficult to implement. This study focuses on stress and anxiety relieving strategies already utilized by students in the psychomotor educational program and explore experienced benefits and barriers. The study is the initial stage in the development of a psychomotor group intervention aimed at reducing stress and anxiety among young adults. The theoretical framework consists of emotion regulation, coping and embodiment theory.</p> <p>A survey was distributed among Danish psychomotor students. Stress, anxiety and well-being were measured with PSS, HADS-A and WHO-5. Students rated their use of various psychomotor and general coping strategies according to frequency used and perceived benefits and barriers and elaborated in free text.</p> <p>Results showed high levels of stress and anxiety compared to the general population. Students used a range of coping strategies, particularly breathing and grounding exercises. The presentation will elaborate on students' descriptions of experienced benefits and relate these to the demands that an intervention must meet.</p> <hr/> <p>15:30 - 15:50</p> <p>Réflexion sur la préparation des étudiants en psychomotricité aux épreuves du diplôme d'état de psychomotricien</p> <p>TALBOT, Dimitri; BOUR, Marie-Ange</p> <p>ISRP, France</p> <p>En France, depuis l'arrêté du 7 avril 1998, les études sont organisées par des Instituts de Formation en Psychomotricité (IFP), publics ou privés, sous la double tutelle des Ministère de la Santé et de l'Enseignement Supérieur et de la Recherche. La formation, en 3 ans, se clôture par les épreuves du Diplôme d'Etat, à savoir une Mise en Situation Professionnelle (MSP) ainsi que la remise et la soutenance d'un mémoire.</p> <p>Ces deux épreuves ont pour vocation d'évaluer la capacité de l'étudiant à exercer le métier de psychomotricien.</p> <p>Comment concilier la préparation des étudiants à ces deux épreuves et la préparation au métier qu'ils pratiqueront demain ?</p> <p>Nous vous proposons de partager les parcours de préparation à la diplomation de nos étudiants mis en place à l'ISRP Paris et Vichy. De nombreux enseignements spécifiques de préparation à la MSP et à la méthodologie de mémoire sont intégrés à la formation. TD de préparation à la MSP, MSP d'entraînement, méthodologie, entraînement à l'utilisation des tests psychomoteurs, groupes d'analyse des pratiques, enseignement et oral de présentation de cas cliniques, Formation et entraînement à la passation des tests psychomoteurs.</p>
<p>14:30 - 16:00</p>	<p>WS6: Psychomotor family therapy</p> <p>Luogo, sala: Meeting Room LDX2 (Stimate)</p> <p>workshop presentato in inglese</p>
	<p>Psychomotor family therapy</p> <p>VISSER, Marco; VAN DEURSEN, Michiel</p> <p>Euthopia, Netherlands, The</p> <p>Throughout the years psychomotor family therapy (PMFT) has developed, a specific form of family treatment characterized by a non-verbal experience oriented approach (Maurer, Visser, Albrechts & Krot, 2011; Visser, Hillewaere & van der Veen, 2021; Visser & VanDamme, 2022). PMFT is a treatment in which the therapeutic work takes place in the here-and-now interaction (enactment). Because family members begin to move together, patterns of interaction and manners in families become perceptible and apparent. Psychomotor family treatment is primarily about the interaction between all those involved and about making changes in the interactions between family members that bother them.</p> <p>In this workshop the participants are introduced to this way of working by watching video of therapeutic family sessions. The workshop hosts share their experiences and will give a brief theoretical introduction to how they work with families in practice. Participants are invited to experience exercises for themselves. During the workshop there is opportunity for dialogue and reflection with each other.</p> <p>For more information about PMFT, please refer to the following website; www.PMFT.eu</p>

14:30 - 16:00	<p>SP4: L'IMPORTANZA DEL GIOCO NELLO SVILUPPO PSICOMOTORIO E NEGLI APPRENDIMENTI Luogo, sala: Meeting Room MSX3 (Stimate) Lingue parlate: spagnolo, italiano</p>
	<p>14:30 - 14:50 Los juegos psicomotores y su pedagogía en la Educación Infantil y Primaria. Investigación y etragias de instrucción. <u>GIL MADRONA, Pedro</u>¹; Saraiva, Linda² ¹UCLM, España; ²IPVC, Portugal</p> <p>La realidad es clara: el juego apoya el aprendizaje. Estas características emocionales, sociales y cognitivas del juego son la razón por la cual puede apoyar poderosamente el aprendizaje.</p> <p>En esta conferencia, se explora, de una parte, el enfoque de enseñanza basado en una pedagogía del juego psicomotor y su importancia en la promoción del aprendizaje lúdico, se presentan ejemplos en del uso del juego como recurso didáctico en la educación infantil, educación primaria, y en el ámbito universitario en la formación de maestros. Se comparten ejemplos para ilustrar como se apoya el aprendizaje lúdico. Y, de otro lado, se presentan un breve reporte de diferentes investigaciones que ponen en saca a la luz los efectos de la pedagogía y el aprendizaje lúdicos.</p> <p>La finalidad es mostrar la necesidad de la creación de mentalidades lúdicas son fundamentales para el papel del juego psicomotor en el aprendizaje en la escuela. De mostrar como el aprendizaje lúdico puede ser parte de cualquier tema porque casi cualquier actividad puede ser lúdica. De que promover el aprendizaje lúdico implica que los docentes activen y cultiven la mentalidad lúdica de sus alumnos.</p> <hr/> <p>14:50 - 15:10 Meaning and narrative change through body play <u>SERRABONA MAS, Joaquin</u> Colegio Oficial Psicología Cataluña, España</p> <p>In this exhibition we try to present both the educational and therapeutic possibilities of an ever popular game played in the psychomotricity room, the 'house building game'.</p> <p>We will show this in both its aspects: as a game of construction and as a symbolic game. We show why it is important to allow the 'house building game' to be played either in a spontaneous manner or in a pre-planned and narrative-focused way during sessions in the psychomotricity room.</p> <p>It explains the repercussions in various dimensions of the person, both at a cognitive level, with the development of the executive functions and the process of symbolizations, as well as the emotional and relational dimension, especially when the 'building game' is utilized as a symbolic role-playing game. In this case the tonic-emotional resonances link the 'building game' to the family-home and the dynamic fusion-identity.</p> <p>In communication, ways are exposed to observe and assess the emotional repercussions, as well as the methodology and strategies which make the development easier. We suggest a classification of the type of houses that are built as well as a narrative typology according to the 'building game'.</p> <hr/> <p>15:10 - 15:30 Jugando se toca el vuelo del desarrollo <u>SILVA, Siomara Aparecida</u>¹; <u>DE OLIVEIRA, Ana Paula</u>²; <u>FELIX DA CUNHA, Paula Patricia</u>² ¹Universidade Federal de Ouro Preto, Brasil; ²icone Desenvolvimento Humano, Recife - PE</p> <p>El objetivo fue comprobar la evolución del desarrollo global, tras 4 meses de intervención clínica en psicomotricidad, en un niño de cuatro años diagnosticado de TEA. La demanda inicial fue la no aceptación del contacto físico y las dificultades de relación con colegas y autoridades, lo que llevó al encuadre terapéutico con tono muscular y rechazo de la concordancia tónica y demandas verbales, y sin expresión de emociones (Mattos, 2019). Jugaba solo, limitado al uso de materiales. Rechace enlaces, diálogo corporal y conflictos. La intervención clínica en Psicomotricidad se ha dado mediante juego espontáneo para entrar en el juego simbólico (Winnicott, 2020) y traer al cuerpo sus discursos y deseos (Pedruzzi, Almeida: 2018). La escuela destacó el permiso al toque de los demás y buscaba abrazos. Que hubo un crecimiento significativo en el desarrollo del afecto, la interacción. En especial, al tocante, la indiferencia a los compañeros. Los relatos y percepciones de la familia corroboran con los profesionales de la educación y de la psicomotricidad, aportando evidencias de la validez de la intervención clínica. Alcances en la continuidad de la psicomotricidad como juego simbólico busca la evolución del desarrollo.</p> <hr/> <p>15:30 - 15:50 Giocare per apprendere. Esperienze in ambito linguistico e logico-matematico nella scuola dell'infanzia e primaria italiana <u>GIACOMAZZI, Dina</u> Italian Studies and Research Center for Psychology and Psychomotricity, Ciserrp</p> <p>Il gioco rappresenta un bisogno universale che caratterizza l'intera vita del bambino (Boscaini, 2009, Ravelli, 2010; Boscaini e Gobbi, 2001), costituisce una fondamentale funzione nello sviluppo delle capacità cognitive, creative, emotive e affettive-relazionali (Montessori, 2000; Piaget, 1967; Ravelli, 2010). A partire da quello motorio, espressivo-corporeo, simbolico, cooperativo, fino a quello con regole, il gioco rappresenta uno strumento attraverso il quale il bambino sperimenta il mondo circostante e sviluppa le proprie conoscenze (Goffmann 2003, Gardner, 2005). L'utilizzo del gioco nell'esperienza educativo-scolastica implementa un apprendimento efficace e significativo. Si presentano alcune esperienze negli ambiti linguistico (Girelli, 2016) e logico-matematico (Giacomazzi, 2017) nella scuola dell'infanzia e primaria italiana.</p>
14:30 - 16:00	<p>WS7: Progetto Cantiere Movimento "Bewegungsbaustelle" Luogo, sala: Meeting Room LSX4 (Stimate) workshop presentato in inglese</p>
	<p>Progetto Cantiere Movimento "Bewegungsbaustelle" <u>ROSSI, Sandra</u> Psychomotorik und Sport, Liechtenstein</p> <p>1. Contesto e descrizione del progetto Cantiere Movimento Dall'idea di promuovere il gioco fisico nei bambini della scuola materna ed elementare, è nato il concetto di "cantiere del movimento" "Bewegungsbaustelle"(secondo Klaus Miedinski 1983) dall'approccio "I bambini hanno bisogno di spazio.Ho realizzato il cantiere del movimento nei miei 25 anni di lavoro come psicomotricista e scienza del movimento presso vari eventi e scuole in Svizzera e a Liechtenstein.L'attenzione si concentra sui bambini, ai quali viene fornito un rimorchio da costruzione apposita- mente realizzato e vari materiali da costruzione di grandi dimensioni delle imprese edili regionali. Questo dà loro l'opportunità di creare i propri movimenti. Non ci si rivolge solo ai bambini, ma anche, a seconda di dove e in quale periodo si svolge il cantiere del movimento, anche alle badanti dei bambini e agli abitanti del quartiere che vivono nella loro zona. L'attenzione si concentra su un'offerta a bassa soglia per sostenere i bambini nel settore prescolare e consulenza per genitori e tutori di bambini che soggiornano se spostano in questo quartiere e area, molti dei quali hanno anche un passato migratorio.</p>
14:30 - 16:00	<p>WS8: Le relazioni tra le prime forme di locomozione autonoma e l'acquisizione del linguaggio Luogo, sala: Meeting Room LSX5 (Stimate) workshop presentato in italiano</p>
	<p>Le relazioni tra le prime forme di locomozione autonoma e l'acquisizione del linguaggio <u>ANDALÓ, Beatrice</u>¹; <u>SERENI, Barbara</u>² ¹Università degli Studi di Verona, Italia; ²Studio Incipit, Verona, Italia</p> <p>Lo studio approfondisce il potenziale contributo dell'avvio della locomozione autonoma allo sviluppo linguistico del bambino (Campos et al., 2000; Iverson, 2010; Walle & Campos, 2014), considerando anche il suo effetto sul linguaggio dei caregivers (Karasik et al., 2014; Schneider & Iverson, 2021). I risultati evidenziano che l'avvio del gattonamento può contribuire allo sviluppo linguistico nel breve e</p>

	<p>medio termine. I bambini che a 8 mesi sono più abili nel gattonare risultano avere migliori abilità linguistiche a 8 e 12 mesi; i bambini che a 12 mesi sono più abili nel camminare risultano avere un vocabolario recettivo più ricco a 16 mesi. Rispetto al legame tra locomozione autonoma e input verbali dei caregivers, i risultati evidenziano che: (1) la locomozione autonoma del bambino condiziona alcune funzioni linguistiche del linguaggio dei caregivers: le direttive volte a controllare il movimento dei bambini più competenti e i feedback positivi volti a incoraggiare i bambini meno competenti; (2) la locomozione concorre con altri fattori individuali (genere e competenza linguistica misurata 4 mesi prima) e sociali (richieste verbali e scaffolding linguistico dei caregivers) allo sviluppo linguistico del bambino.</p>
16:00 - 16:30	BT1: Break&Transfert
16:30 - 18:00	<p>SP5: IL VALORE AGGIUNTO DELLA PSICOMOTRICITÀ IN PARTICOLARI PATOLOGIE E ISTITUZIONI</p> <p>Luogo, sala: Auditorium Soubiran (Gran Guardia) Lingue parlate: inglese, spagnolo</p>
	<p>Psicomotricidad en contextos Hospitalarios: A la conquista del Juego y Reapropiación del Cuerpo CANCINO OYARZÚN, Natalia¹; ALFARO ARAYA, Paula² ¹Hospital Josefina Martínez, Chile; ²Universidad Santo Tomás</p> <p>La larga estadía en un hospital pediátrico está acompañada de temores por separación, limitada exploración corporal y disminución de movimientos, irritabilidad, dolores, momentos de soledad, que propician el "Síndrome de Hospitalismo" según Splitz. Entonces ¿Cómo se configura el juego y el cuerpo en contexto hospitalario? Se crea un estudio descriptivo en la Población de Niños y Adolescentes con Necesidades Especiales de Atención en Salud (NANEAS), describiendo sus cuerpos alterados por uso de maquinaria, el juego como herramienta terapéutica, necesidad del grupo, conformación del YO. Los hallazgos validan las bases neuropsicológicas de la terapia psicomotriz: Formación corporal, Encuadre, Reapropiación del placer, Diálogo Tónico, Establecimiento de límites, Apropriación del cuerpo, Conformación de la identidad corporal. En conclusión, el contexto genera identidad, donde la psicomotricidad hospitalaria renueva toda angustia corporal que quedan en el continente psíquico como desesperanzas. La Psicomotricidad Hospitalaria favorece, potencia y desarrolla la triada del apego y la conformación psíquica, para re-vivir y formar seres resilientes, permitiendo Reparar y Resignificar.</p>
	<p>A therapeutic group of children in a public hospital context - CARVALHO, Joana Jorge; PEREIRA, Filipa; GASPARG, Catarina Hospital Garcia de Orta, Portugal</p> <p>This presentation constitutes a reflection of the clinical experience that has been developed over more than a decade, in a hospital context, in a Pediatrics service, of a public hospital in the Lisbon area. Some theoretical and practical reflections will be shared, based on some key authors working with children, such as Pedro Onofre (2003), Vítor da Fonseca (1995), Rui Martins (2001) in the area of Psychomotricity, in Portugal, but also João dos Santos (1988,2007), Pedopsychiatrist and the father of Pedagogy -therapy. At an international level, there is talk of some authors linked to Psychomotricity, such as Aragon (2006), but also to Groupanalysis and Psychoanalysis, such as Kernberg (2003). Group work has been increasingly used, not only because it manages to respond to a greater number of cases, but above all because it allows the development of new relationships and new psychomotor behaviors, with a therapeutic perspective.</p>
	<p>Cuerpo atrapado en la Anorexia Nervosa, intervención psicomotora en los trastornos alimentarios PALMA, Rita Hospital D^a Estefânia Lisboa, Portugal</p> <p>El objetivo de este trabajo es presentar la intervención Psicomotriz como propuesta de intervención en los Trastornos de la Conducta Alimentaria (PCA) concretamente en la Anorexia Nervosa. Actualmente, el número de niños y adolescentes con problemas de conducta alimentar ha aumentado significativamente. La Anorexia Nervosa es una psicopatología con una enorme expresión en la era tecnológica donde el cuerpo virtual invade al cuerpo real. En esta presentación, se intenta demostrar cómo el niño o adolescente encuentra en el cuerpo anoréxico, anárquico y carente de placer, la forma de expresión de su sufrimiento y cómo la intervención psicomotriz puede promover una reconciliación del cuerpo como unidad somática y psíquica. . También se presentarán algunos ejemplos de intervención con esta población para fundamentar las conclusiones. Metodológicamente, este trabajo se desarrolló a través de una larga investigación cualitativa y a través de la experiencia de intervención, con casos de niños y adolescentes atendidos en el servicio de Psiquiatría Infantil. Se concluye que la intervención del psicomotricista en el equipo multidisciplinario es fundamental.</p>
	<p>Feeling the body matters: Profiles of Interoceptive sensibility in chronic pain adjustment OLIVEIRA, Inês Agostinho; BERNARDES, Sónia Figueira; GARRIDO, Margarida Vaz; CARVALHO, Helena Iscte- Instituto Universitário de Lisboa, Portugal</p> <p>Interoceptive sensibility (IS), i.e., the self-reported experience of internal states and relationship with one's own bodily sensations, is a complex and multidimensional construct, being a key component in psychomotor therapy. It plays a vital role in chronic pain-related processes/outcomes, however, an integrated account of how different dimensions of IS relate with pain adjustment is still lacking. This study explored IS profiles and their associations with pain-related processes/outcomes of pain adjustment. Adults with chronic musculoskeletal pain (n=173) were assessed regarding their IS (MAIA) and pain-related psychosocial processes (self-efficacy, PSEQ; catastrophizing, PCS; kinesiophobia, TSK; activity patterns, POAM-P) and outcomes (affective distress, DASS; pain severity, BPI; physical function and vitality, SF-36). A cluster analysis identified three IS profiles (high/low/mixed interoceptive skills). The low IS skills group presented worse results in processes (self-efficacy, catastrophizing, and kinesiophobia) and outcomes (depression and vitality) of pain adjustment than the other profiles. Implications for research/clinical practice and future directions are discussed.</p>
16:30 - 18:00	<p>SP6: VALUTAZIONE E PRESA IN CARICO NEI DISTURBI POST-TRAUMATICI DA STRESS (PTSD)</p> <p>Luogo, sala: Sala Wallon (Gran Guardia) Lingue parlate: francese, inglese</p>
	<p>16:30 - 16:50</p> <p>Prévention du Trouble de Stress Post-Traumatique (TSPT) chez les Sapeurs-Pompiers (France) : quelles perspectives pour la profession de psychomotricien ? DIAS DA SILVA, Laura Université de Rouen - CRFDP, France</p> <p>Selon les études, les pompiers sont plus exposés que la population générale au TSPT. A ce titre, ils peuvent dans certains départements français, bénéficier du soutien préventif de psychologues du Service de Santé et Secours Médical (SSSM). En 2020, fort est de constater que les psychomotriciens ne faisaient pas partis de ces services. Pourtant des preuves émergent des études portant sur des interventions de prévention orientées sur le corps en mouvement dans la prévention et l'accompagnement du TSPT. (Van de Kamp et al., 2019) et les écrits sur la place du corps dans le psychotraumatisme sont nombreux. C'est pourquoi l'objectif de cette étude a été de concevoir et évaluer les effets d'un protocole de formation de groupe, psychologique et psychomoteur, co-encadré par un binôme psychologue-psychomotricien, de prévention du TSPT dans plusieurs casernes dont seront abordés les premiers résultats. L'occasion aussi d'évoquer les perspectives pour la profession puisque nous sommes à présent 2 psychomotriciennes à avoir été recrutés, en statut volontaire rémunéré, dans des Services Départementaux d'Incendie et de Secours.</p>
	<p>16:50 - 17:10</p> <p>The examen geronto-psychomoteur is a better predictor of disability at 3 months post-stroke than national institutes of health stroke scale, Barthel index and functional independence measure AMORIM GOMES, Daniela Filipa¹; GASPARG FONSECA, Ana Catarina²; SILVESTRE BODAS, Ana Rita³; ROGRIGUES DE MORAIS, Ana Isabel⁴ ¹Faculty of Medicine of University of Lisboa, Lisboa, Portugal.; ²Faculty of Medicine of University of Lisboa, Lisboa, Portugal; Department of Neurology, Hospital de Santa Maria, Centro Hospitalar Universitário Lisboa Norte, Lisboa, Portugal; Instituto de</p>

Medicina Molecular, Lisboa, Portugal; ³Department of Sports Sciences, Exercise and Health, University of Trás-os-Montes e Alto Douro, Vila Real, Portugal; CIDESD - Research Center in Sports Sciences, Health Sciences and Human Development, Portugal; Consulta de Psicomotricidade, Hospital Terra Quente, Mirandela, Portugal; ⁴Department of Sport and Health; School of Health and Human Development, University of Évora, Portugal

Objectives: This study aimed to assess if the Portuguese Version of the Éxamen Geronto-Psychomoteur (P-EGP), applied in the acute phase of stroke, is a better predictor of functional independence and quality of life, 3 months after stroke, than the National Institutes of Health Stroke Scale (NIHSS), Barthel Index (BI) and Functional Independence Measure (FIM). **Methods:** Observational, prospective and exploratory study. At hospital discharge, patients were evaluated with the NIHSS, BI, FIM and P-EGP and during follow-up with the modified Rankin Scale and Stroke Specific Quality of Life Scale. ROC curves were determined to define which scale was the best predictor. **Results:** Of 29 patients included, most of them suffered an ischemic stroke (96,6%) in the right middle cerebral artery territory (69%) and 21 completed the follow-up. P-EGP was the best predictor of functional independence and quality of life, with an AUC of 0.91 (95% CI 0.83 to 0.99) and 0.97 (95% CI 0.93 to 1). **Conclusions:** P-EGP was the best scale to determine disability in stroke patients at 3 months. This may due to its evaluation of physical, functional and cognitive domains.

17:10 - 17:30

Approche psychomotrice des fonctions du corps accompagnées dans les cellules d'urgence médico-psychologique

AKIAN, Mathilde

ISRP, France

Un évènement traumatogène bouleverse l'ensemble de l'intégrité psychocorporelle du sujet causant une disjonction corps/esprit (Van der Kolk, 2018). Depuis 1995, les Cellules d'Urgence Médico-Psychologique interviennent immédiatement après un évènement traumatogène de masse afin de prodiguer des premiers soins spécifiques aux victimes en prévention d'une installation de symptômes post-traumatiques. Quelles sont les fonctions du corps accompagnées dans les dispositifs de soin des CUMP ? La méthodologie Q, créée par Stephenson, étudie et évalue la subjectivité des individus sur un objet d'étude précis au travers d'une méthodologie mixte. Elle renvoie à « l'évaluation subjective faite par un individu d'un ensemble d'énoncés permettant de caractériser [...] son point de vue sur une idée » (Gauzente, 2013, p. 72). Parmi nos répondants, l'analyse factorielle a mis en lumière deux groupes de personnes. Certains considère le corps du sujet dans sa dimension psychique uniquement alors que d'autres le considère à travers les dimensions sensorielles, motrices et mentales. A l'international, des outils psychomoteurs diagnostiques sont utilisés dans l'évaluation du TSPT (Van de Kamp & al., 2018).

17:30 - 17:50

Prevention of victimization in people with psychosis: a psychomotor intervention using kickboxing techniques.

VAN BUSSCHBACH, Jooske^{1,2}, DE VRIES, Bertine³, VAN DER STOUWE, Elise¹, WAARHEID, Clement⁴, ALEMAN, Andre², STEENHUIS, Laura³, PIJNENBORG, Marieke^{3,4}

¹Hogeschool Windesheim, Netherlands, The; ²University Medical Center Groningen, Netherlands, The; ³University of Groningen, Netherlands, The; ⁴GGZ Drenthe, Netherlands, The

Introduction

In people with psychotic disorder, experiences with violence can lead to repeated victimization. To prevent this, a body-oriented resilience therapy using kickboxing was developed. Three studies were done to explore 1) the feasibility of the intervention (n=24) 2) the effectiveness compared to an active control group (n= 105) and 3) the neuropsychological influence of trauma at the start and possible changes after the intervention (n=20).

Results

In the feasibility study a decrease in risk factors for victimization was found. The RCT showed comparable effects in both conditions. Analysis of task-related network modulation showed decreased activation of the sensori motor network when exposed to angry faces in those previously victimized at the start but this effect was minimized after the intervention.

Discussion

The results support the feasibility of the BEATVIC intervention and indicates an effect on the 'freeze' reaction that is a source of possible inadequate reactions causing revictimisation.

16:30 - 18:00

WS9: StudEx - Meet and Share

Luogo, sala: **Sala Ajuriaguerra (Gran Guardia)**
workshop presentato in inglese

StudEx - Meet and Share

MARCÉ, Sven Timothy^{1,3}, UTTERS, Anna Maria^{1,2}, STERGIU, Sophia^{1,2}

¹StudEx - European Forum of Psychomotricity (EFP); ²Philipps Universität Marburg; ³NVPMT, the Netherlands

Get to know students from all over the world who all have one thing in common: Psychomotricity. In this workshop we will get to know each other better in an active and fun way. We will share knowledge and experiences with each other in various activities. In addition, there will also be room to get to know each other informally and to discuss various topics in our field.

16:30 - 18:00

WS10: Diseño de espacios para la psicomotricidad. el caso de las escuelas infantiles

Luogo, sala: **Bergès Gym (Stimate)**
workshop presented in spagnolo

Diseño de espacios para la psicomotricidad. el caso de las escuelas infantiles

CAVAS GARCÍA, Francisco; MARTINEZ MORENO, Alfonso; DIAZ SUAREZ, Arturo; IBÁÑEZ GARCIA, Rodrigo
UMUSPORT. Universidad de Murcia, España

En el diseño de los espacios para la psicomotricidad es importante implementar la arquitectura de manera eficaz. Esto incluye la instalación de materiales, la construcción de áreas de juego y la creación de espacios interiores y exteriores. Además, es importante asegurarse de que el espacio esté seguro y que cumpla con los requisitos de accesibilidad.

Evaluar el éxito del proyecto una vez que se ha implementado la arquitectura, es de suma importancia y esto se puede hacer mediante la observación de los usuarios para ver cuánto se están beneficiando de los espacios creados ayudando de esta manera a identificar qué elementos funcionan y cuáles necesitan ser mejorados.

Las escuelas infantiles albergan una población en edades comprendidas entre los 4 - 10 años que están en relación directa con estos espacios. Las salas donde se imparten sesiones de psicomotricidad deben implementar unos criterios de calidad arquitectónica que van en línea con las propuestas de intervención psicomotriz de los profesionales en este ámbito.

16:30 - 18:00

WS11: Journeys (back) to the Body: Transcultural Psychomotor Therapy

Luogo, sala: **Irmischer Gym (Stimate)**
workshop presentato in inglese

Journeys (back) to the Body: Transcultural Psychomotor Therapy

MULDERS, Esther^{1,2}

¹UPC KU Leuven, Belgium; ²Moving Through Trauma

Voluntary and involuntary migration are among the many factors contributing to rapid societal changes. In Europe, there are now around 160 culturally different groups living together. Diversity brings inspiration and beauty, but it also offers challenges to the therapeutic process. Therefore, we need to update our assessments and interventions to ensure that psychomotor therapy is accessible and relevant to everyone.

Through the body one can 'speak' and connect with the self, others and the surrounding world in ways that transcend both linguistic and cultural barriers. Working with the body creates a space where socio-political realities intertwine with biology, personal experiences and hopes. I draw on structural violence and social suffering to frame the lived experiences of social issues and individual illness. Through understanding culture as an embodied, contextualized experience, psychomotor therapy can meaningfully contribute to transcultural care and people's journey (back) to their bodies.

	Das, V., Kleinman, A., Ramphel, M., & Reynolds, P. (Eds.). (2000). <i>Violence and Subjectivity</i> . University of California Press. Brady, D., & Burton, L. M., (Eds.). (2016). <i>The Oxford Handbook of the Social Science of Poverty</i> . Oxford University Press.
16:30 - 18:00	WS12: Imaginaire et médiation artistique : ressources vers l'écoute en Psychomotricité Luogo, sala: Kiphard Gym (Stimate) workshop presentato in francese
	Imaginaire et médiation artistique : ressources vers l'écoute en Psychomotricité SANTOS, Graça Duarte Universidade de Évora, Portugal; ² Departamento de Desporto e Saúde, Escola de Saúde e Desenvolvimento Humano, Universidade de Évora, Comprehensive Health Research Centre (CHRC), Universidade de Évora Les expériences subjectives sont souvent intégrées corporellement à un niveau infra-verbal où l'accès au symbolique n'est pas toujours aisé ni explicite. Ces éléments affectifs du corps peuvent être associés à des images, contribuant à une dimension métaphorique du corps que petit à petit va être révélée. Dans cet atelier, nous vous proposons, en éveil des souvenirs dans le silence du corps, d'écouter des éléments affectifs et des relations qui nous structurent, donnant l'opportunité d'actualiser ces métaphores internes à travers quelques possibilités expressives. Une approche intermodale expressive sera privilégiée comme guide pour la conduction d'une expression à l'autre vers un approfondissement de l'écoute intérieure et de la rencontre avec l'Autre. À la fin, on va réfléchir sur la valeur de ces médiateurs en tant que ressource pour le travail en thérapie psychomotrice.
16:30 - 18:00	WS13: #parentsinvolved – Involving mother and father is more than just an option. Systemic approach in PMT – Interventions on multiple levels – Finding words and integrating vulnerabilities Luogo, sala: Berruezo Gym (Stimate) workshop presentato in inglese
	#parentsinvolved – Involving mother and father is more than just an option. Systemic approach in PMT – Interventions on multiple levels – Finding words and integrating vulnerabilities BUCHMANN, Theresia; TICHY, Regula Kinder Stark Machen, Switzerland Involving parents in a child's psychomotor therapy is an option that increases the sustainability of the therapy. #parentsinvolved should therefore not remain an option or an exception. There are already several methods that have proven successful in implementing #parentsinvolved in PMT: Strengthening epistemic trust, acknowledging the actual state, understanding movement, mentalizing, biography work, and integrating failure, which are outlined in the article and linked to practice situations from PMT. Conversations and movement games, trying things out and failing, crying and being amazed, with the active support of the parents or being observed by them – the focus is always on the child's development, even in the context of #parentswithin. That is and remains the focus of our work, to strengthen the child in his possibilities. And if we invite the parents to get involved, more becomes possible.
16:30 - 18:00	SP7: LA GRAFOMOTRICITÀ AL SERVIZIO DI MOLTEPLICI BISOGNI Luogo, sala: Meeting Room MDX1 (Stimate) Chair di sessione: Alexandrine SAINT-CAST Lingue parlate: francese, spagnolo
	16:30 - 16:50 When the body doesn't want to write. A case study. FONSECA FÉLIX, Ana^{1,2}; GUIMARÃES, Susana¹; COHELO, Sónia² ¹ Faculdade Motricidade Humana, Portugal; ² Projeto SER Writing is a complex process that requires involvement of different psychomotor factors for its successful acquisition. When there are difficulties in any of these factors, the process of learning to write is compromised, leading to difficulties in learning and school progress. Psychomotor therapy, as a holistic discipline, presents a global approach to the individual, and can be a response to understanding existing difficulties in terms of writing, as well as presenting a therapeutic hypothesis for these cases. This case study is based on a female subject, who started therapy due to dysgraphia. When analysing the anamnesis and in sessions, it is clear that the refusal and difficulty with the writing process is related to tonic-emotional difficulties, originating in a childhood with episodes of abuse. The various phases of clinical follow-up are presented below, with periodic evaluations. On a basis of respect, therapeutic relationship and with the involvement of the body that lives and feels, there is a positive evolution and a growing adaptation of the subject to her daily life, overcoming not only the writing difficulties, but also the tonic-emotional difficulties.
	16:50 - 17:10 Subliminal emotions of retracted writings: the importance of psychomotricity in school environment SOUZA, Elisângela Aparecida³; PADILHA, Estefânia Patricia Nunes²; SILVA, Siomara Aparecida¹ ¹ Universidade Federal de Ouro Preto, Brasil; ² Colégio CBV; ³ Fundação Visconde de Cairu - FVC The objective was to analyze the narratives produced by students of the First Year of High School, in the Life Project discipline, identifying, in essence, the socio-emotional perceptions that they have of themselves. It was a qualitative, exploratory research, carried out in a public school of the state network, in a municipality in Bahia, Brazil. Through their written productions, 44 students expressed their expectations and perspectives on Life after a brainstorm proposed by a psychomotor teacher. We identified difficulties of these subjects to express their feelings and portray their emotions through writing, from the repercussion of their socio-emotional relationships, interfering in the process of building the bond with the other, as well as, in the interpretations of emotions lacking in themselves, from their peers and the social environment in which they live (BARTHOLOMEU, SISTO, RUEDA, 2006). Thus, it implies the need to work with Psychomotricity as a way to develop these students' affectivity (TASSONI, 2013), to contribute to the expression of emotions in the body, from the body to verbalization in movement or through writing (JESUS, LEMPKE, 2015). In short, the importance of a psychomotor therapist within the school environment is thus ratified.
	17:10 - 17:30 Las matemáticas. Uno de los eslabones más débiles de los alumnos con necesidades específicas de apoyo educativo DÍAZ SÁNCHEZ, Andrés²; DÍAZ SAEZ, Carmen María¹ ¹ UMUSPORT. Universidad de Murcia, España; ² UMUSPORT. Universidad de Murcia, España Las matemáticas han sido, por excelencia, una de las asignaturas más complicadas para los estudiantes. A muchos de ellos les supone un gran reto superar esta materia. Sin embargo, hay unos alumnos en concreto que sufren de la mano de esta asignatura, ellos son los alumnos con necesidades específicas de apoyo educativo. El objetivo final que persigue este estudio es dar una respuesta concreta al porqué de los malos resultados en esta asignatura, los factores que interfieren en ello y ofrecer intervenciones educativas que puedan ayudar a este grupo de niños a sobrellevar la dificultad a la que se enfrentan. El punto de partida que se ha tomado para este ensayo ha sido el análisis del Real Decreto 126/2014, por el que se establece el currículo básico de la Educación Primaria y el Real Decreto 1105/2014 por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato, estudiando concretamente las indicaciones que este ofrece a cerca de cómo abordar la asignatura de matemáticas.
	17:30 - 17:50 Light painting: a relevant tool for the psychomotor rehabilitation of handwriting?

	<p>Connan, Jean-francois^{1,2}; Luigi, Manon¹; Castilla, Alexander^{3,4,5}; Zaoui, Mohamed³; Saint Cast, Alexandrine¹; Danna, Jeremy⁶; Jover, Marianne²; Berthoz, Alain³</p> <p>¹ISRP, Francia.; ²Aix-Marseille Psyche; ³Centre Interdisciplinaire de recherche en Biologie (CIRB) Collège de France.; ⁴Université de Paris, LaPsyDÉ.; ⁵Laboratoire de Psychologie et de Neurosciences, Institut de Médecine Environnementale (IME); ⁶Université de Toulouse CLLE</p> <p>Learning to write relies on the effective integration of sensory feedback, with a transition from written trace-based control to writing movement-based control in expert writer. Here, we tested whether light painting (LP) facilitates this transition. LP consists of moving a light source while taking a long exposure photograph. LP thus leads to both a real time reduction of visual information related to the product and to an addition of visual information related to the process. We asked 16 adults to write four unknown letters with the nondominant hand in a pre/post-test design. During the training sessions, participants stood and were asked to write in a vertical frame (1x1.2 meter), two letters in the control condition and the other two in the LP condition. In a second experiment, 16 other participants performed the same protocol but sat at a table, in a smaller horizontal plan (20cm*20cm). We observed that letters trained with LP were written faster and with less pressure than those trained under control condition in both experiments, with a transfer effect on spatial accuracy in the second experiment. LP might therefore be a relevant tool for the rehabilitation of dysgraphia.</p>
<p>16:30 - 18:00</p>	<p>WS14: Psychomotor Training for police officers with mental and physical complaints due to work related hazards</p> <p>Luogo, sala: Meeting Room LDX2 (Stimate) workshop presented in English</p>
	<p>Psychomotor Training for police officers with mental and physical complaints due to work related hazards.</p> <p>HUISING, Loes¹; UJJING, Maurits²; WIJMA, Emiel²; VAN BUSSCHBACH, Jooske²</p> <p>¹Police North Netherlands; ²Hogeschool Windesheim, Netherlands, The</p> <p>Within law enforcement, officers face drastic and intense events. A psychomotor therapy group intervention was developed for police officers who were victims or witnesses of violence. The aim was to increase body awareness and emotion regulation skills, and thereby contribute to change in the areas of intra-personal and interpersonal skills.</p> <p>In the workshop we will give insight in the theoretical base of the training and present and practice with its major elements.</p> <p>Also, we will reflect on results of two studies that were done: 1) a survey on wellbeing and body awareness (OQ-45 % MAIA-2; n=122) comparing officers who did not participate and those who did and 2) a semi-structured evaluation by the last group (n=64). The first study indicated that participants had learned to better listen to their body and tended to have a better level of noticing, attention regulation and awareness of own emotions. Furthermore, both their interpersonal relations tend to be better compared to those who did not receive treatment. The qualitative evaluation showed that especially in the area of rest and listening to one's own body, the intervention lead to positive behavioral change.</p>
<p>16:30 - 18:00</p>	<p>SP8: METODI DI INTERVENTO NEI DISTURBI PSICHIATRICI</p> <p>Luogo, sala: Meeting Room MSX3 (Stimate) Lingue parlate: francese, inglese</p>
	<p>16:30 - 16:50</p> <p>Thérapie psychomotrice au service de la mentalisation dans la crise psychique</p> <p>GUILLOT, Alexis</p> <p>Suisse, Suisse</p> <p>La mentalisation, compétence acquise au cours du développement de l'enfant, nous offre la possibilité d'imaginer les états mentaux intentionnels qui sous-tendent les comportements.</p> <p>Or notre niveau d'activation émotionnelle influence notre capacité à mentaliser et des états dits de prémentalisation peuvent s'activer limitant ainsi cette compétence.</p> <p>L'identification et la compréhension de ces états de prémentalisation (téléologique, équivalence psychique, semblant) par le psychomotricien permettent d'envisager une intervention de crise plus ciblée et plus efficiente afin de soutenir une mobilité psychique et corporelle dans le but de restaurer la capacité à mentaliser.</p> <p>Rétablissement du lien entre corps et psychisme, expériences de modulations sensorielles, spatiales, temporelles et posturales, utilisation du corps et des objets comme support de projection des états mentaux mobilisent le patient vers une modulation de sa réalité psychique et amorcent la relance du processus de mentalisation.</p> <p>Des illustrations, réalisées in vivo, proposent une réelle immersion en séance de thérapie psychomotrice, en images et en mots, et ainsi donne corps aux thérapies basées sur la mentalisation.</p>
	<p>16:50 - 17:10</p> <p>Schematherapy in later life, the added value of psychomotor therapy</p> <p>BOUMAN, Renske</p> <p>University Medical Center Groningen, Netherlands, The</p> <p>Schematherapy is a long-established, evidence-based form of psychotherapy used in patients with personality disorders. Nevertheless, there has been discussion about its application in older persons with personality disorders. Studies focused on the treatment of affective disorders in elderly patients showed that this target group benefits better from a behavioral approach.</p> <p>Therefore, we have developed a schema therapy module enriched with psychomotor therapy. By adding psychomotor therapy to the treatment program, patients will gain insight into how their schemas affect their behavior. It is precisely by including "learning by doing" in the module that new, healthier behaviors can be experimented with. Schematherapy focuses on discovering basic feelings and physical sensations. It is exactly in this that schema therapy and psychomotor therapy find each other and can reinforce each other.</p> <p>In this lecture, I will be presenting data from a pilot study and I will also share preliminary results of a qualitative study for which data was collected in 25 individual interviews, combined with the results of three focus groups.</p>
	<p>17:10 - 17:30</p> <p>Evaluation psychomotrice et perspectives cliniques dans la dépression</p> <p>PAQUET, Aude^{1,2,3}</p> <p>¹Unité de Recherche et d'Innovation, Centre Hospitalier Esquirol, 87000 Limoges, France; ²INSERM, Université Limoges, CHU Limoges, UMR 1094, Institut d'Epidémiologie et de Neurologie Tropicale, GEIST, 87000 Limoges, France; ³Centre de Recherche en Epidémiologie et Santé des Populations, U 1018 INSERM, Université Paris-Saclay, UVSQ, Villejuif, France</p> <p>La symptomatologie psychomotrice est associée au tableau clinique de la dépression (Bennabi et al., 2013). Pourtant il n'existe pas d'évaluation psychomotrice spécifique et systématique chez les patients présentant un trouble dépressif caractérisé (TDC) (Schrijvers et al., 2008). Bien que les comportements moteurs en lien avec la vie psychique, affective et relationnelle du sujet soient affectées dans la dépression., les prises en charge en psychomotricité sont peu développées.</p> <p>Dans une étude récente, nous avons comparé le profil psychomoteur de personnes avec un TDC avec des personnes exemptes de pathologie à partir d'un bilan psychomoteur standardisé (Paquet et al., 2022). Cette étude a permis de mettre en évidence une sémiologie psychomotrice détaillée chez les patients avec un TDC, et d'identifier des variables psychomotrices prédictives de la présence ou non d'un TDC.</p> <p>A la lumière de ces résultats nous discuterons des enjeux cliniques de l'évaluations standardisées, des perspectives thérapeutiques dans un contexte de développement des interventions non médicamenteuses et de leurs évaluations.</p>
	<p>17:30 - 17:50</p> <p>Relaxation émersive</p> <p>AGOSTINUCCI, Marie</p> <p>Université de Strasbourg, France</p> <p><i>Les techniques de relaxation font de plus en plus l'objet de validations scientifiques (Toussaint & al., 2021 ; Rubia, 2009, Kim & Kim, 2018) mais rares sont les études qui investiguent la relaxation psychosomatique de G. B. Soubiran (Moch & a., 1992 ; Soubiran, 1995 ;</i></p>

	<p>Soubiran, & Coste, 1974). La recherche <i>Relaxation émersive</i> est un projet en deux études centrées sur cette méthode. La première se focalise sur l'étude de la conscience corporelle, auprès du sujet sain. La seconde étude porte sur la transposition du protocole auprès d'un public souffrant de burnout.</p> <p>Méthode : L'expérience comporte un total de 6 séances individuelles par sujet. Le recueil de données sur la conscience corporelle est basé sur des outils de self-report : ABCChart (Danner et al., 2017), le MAIA-FR (Willem, et al., 2021 ; Mehling, 2018), l'inventaire des états de relaxation de Smith (2001) et des entretiens, couplés à des mesures physiologiques. L'analyse des résultats comporte une dimension quantitative et une dimension qualitative.</p> <p>Résultats : cette étude débutera en 2023. Les résultats d'une première étude préliminaire réalisée en 2022 seront présentés. Ils mettent en exergue la nécessité d'employer une méthodologie multidimensionnelle pour l'étude de l'expérience en relaxation.</p>
16:30 - 18:00	<p>SP9: NUOVI MODELLI DI ACCOGLIENZA, AIUTO E INCLUSIONE PER PERSONE FRAGILI</p> <p>Luogo, sala: Meeting Room LSX4 (Stimate) Lingue parlate: italiano, spagnolo, inglese</p>
	<p>16:30 - 16:50</p> <p>"Play deprivation: what does psychomotor practice, training and research say and do about it"</p> <p><u>DUNKOVA, Vania</u> BAPMT asociacion, Bulgaria</p> <p>Play deprivation impairs child development in all bio-psycho-social aspects (Brown, 2001, Hughes, 2003, et al.). In our practice as psychomotor therapists, trainers and researchers we encounter manifestations of play deprivation in the children we work with. It is present in children's social environments (families, institutions, communities, policies). How do we detect play deprivation and what (can) we do about it?</p> <p>In my experience in Bulgaria, I find families with relatively serious play deprivation and I find institutional spaces (schools, pediatrics, rehabilitation etc.) where the problem of children's play deprivation is as acute as it is unrecognized.</p>
	<p>16:50 - 17:10</p> <p>Adolescencias. Las mediaciones psicomotrices socioeducativas</p> <p><u>MILA, juan</u>; <u>RAVAZZANI, sandra</u> Universidad de la República Montevideo Uruguay, Uruguay</p> <p>Tanto en las intervenciones psicomotrices educativas como en las terapéuticas, el encuadre de elección es el del abordaje grupal, (más aún en espacios socioeducativos). En el encuadre de trabajo, que se acuerda en las Intervenciones Psicomotrices socioeducativas con adolescentes, resulta imprescindible emplear propuestas de mediación psicomotrices pensadas específicamente para los/as adolescentes, para movilizar el cuerpo de cada una de las personas integrantes del grupo, pero fundamentalmente para promover espacios de mentalización (Bateman & Fonagy, 2010). El trabajo psicomotriz con adolescentes enfrenta a el/la Psicomotricista al desafío creativo de tener que vencer diferentes dificultades técnicas disciplinares y profesionales. Nuestro trabajo aborda la elección de las propuestas de mediación con adolescentes, tanto bajo el encuadre terapéutico como en el socioeducativo, su presentación, puesta en acción y posterior trabajo para favorecer el proceso de mentalización. Se expondrán viñetas que surgen de intervenciones psicomotrices - socioeducativas con grupos de adolescentes.</p>
	<p>17:10 - 17:30</p> <p>El modelo de intervención con menores prejidados de Residencia Berzosa</p> <p><u>BARRERO RAMOS, Luis</u>; <u>IZQUIERDO JIMÉNEZ, Ángela</u>; <u>RIÓS GAMARRA, Sonia</u>; <u>ORTEGA TRUJILLO, Lorenzo</u> Fundacion Citap, Spagna</p> <p>El proyecto de atención residencial de la demanda de la Comunidad de Madrid para dar una respuesta a menores con especiales dificultades de ajuste y control emocional y trastornos de salud mental. Modelo fruto de experiencias y estudios realizados por la Asociación CITAP. Son menores con experiencias de daño, abandono y falta de reconocimiento, con heridas en su cuerpo. El cuerpo, como mediador imprescindible del aprendizaje y las relaciones necesita ser atendido, acogido y contenido. El eje central del modelo es la psicomotricidad (Ajuriaguerra, 1962). Terapéuticamente, los menores son llevados al plano de su corporalidad para propiciar el reconocimiento de sí, el control y la comunicación a través de la terapia psicomotriz individualizada, la equinoterapia y la relajación, que se complementan con otras propuestas finalizadas a la toma de consciencia de la acción mediante procesos de elaboración (Bowlby, 1985). El equipo precisa de una verdadera implicación y presencia corporal (García Badarraco, 1990). Residencia Berzosa se sitúa en un entorno rural, alejando a los menores temporalmente de su lugar anterior para ser acogidos por una naturaleza imponente que se les abre por doquier: casa, pueblo, escuela y campo.</p>
	<p>17:30 - 17:50</p> <p>Il network etico come strumento per promuovere un ambiente più inclusivo: l'esperienza del progetto "Il Villaggio delle possibilità".</p> <p><u>CHIARAMONTE, Tomas</u>; <u>MION, Giorgio</u>; <u>VALENTINI, Francesca</u> Fondazione ADOA, Italia</p> <p>La necessità di inclusione è fondamentale per comunità più eque e sostenibili. Lo sforzo è quello di permettere a tutte le persone di beneficiare di servizi educativi, sociali e sanitari. La crisi pandemica ha peggiorato la situazione limitando e talvolta interdiciendo le relazioni sociali e l'accesso ai servizi. Soprattutto per i giovani e i disabili. La lotta per l'inclusione richiede un approccio olistico alla persona umana. Inoltre, gli interventi devono seguire i giovani in diversi ambienti di vita e contesti sociali. La natura delle alleanze non è indifferente. Se la base è solo funzionale o, peggio, egoistica, la coalizione è fragile e il processo di inclusione potrebbe essere compromesso. Al contrario, le reti etiche (Silvestri e Veltri, 2017; Vaccaro, 2012) mirano ai cambiamenti sociali (Burchielli et al., 2009) e promuovono un ambiente di lavoro cooperativo che favorisce comportamenti virtuosi (Mion et al., 2023). Il progetto "Villaggio delle possibilità" è un interessante caso studio di una rete etica che promuove l'inclusione dei giovani. Si concretizza grazie alla creazione di una équipe multiprofessionale diffusa per l'inclusione e la condivisione di competenze, metodologia di intervento e buone prassi di supporto alla genitorialità e alla famiglia (ai caregivers).</p>
16:30 - 18:00	<p>WS15: Feel-Own-Move: A Psychomotor therapeutic approach to violence-related trauma</p> <p>Luogo, sala: Meeting Room LSX5 (Stimate) workshop presentato in inglese</p>
	<p>Feel-Own-Move: A Psychomotor therapeutic approach to violence-related trauma</p> <p><u>MACHORRINHO, Joana</u>^{1,2}; <u>SANTOS, Graça Duarte</u>^{1,2}; <u>VEIGA, Guida</u>^{1,2}; <u>MARMELEIRA, José</u>^{1,2}</p> <p>¹Department of Sports and Health, School of Health and Human Development, University of Évora, Portugal; ²Comprehensive Health Research Centre, University of Évora, Évora, Portugal</p> <p>Knowing that female victims of domestic violence have significant levels of body disownership and bodily dissociation (Machorrinho et al., 2023), a psychomotor therapy program was developed- Feel-Own-Move (FOM). FOM is acknowledged by the construct of embodiment, and considers the relationship between one's abilities to feel, own, and feel agency towards the body, as influencing one's way of acting in the world (Marmeleira et al. in press). This program, developed to address the embodiment-related impairments of victims of violence, was implemented in 4 shelters, showing strong feasibility and decreases in bodily dissociation.</p> <p>The aim of this workshop is to share the essential resources and approaches of FOM. Participants will experience activities of movement, body awareness and relaxation, that will allow them to embody the work and attitude of a psychomotrician in this approach.</p>
16:30 - 18:00	<p>SP19: SPAZI E TECNICHE SPECIFICHE NEI DISORDINI PLURIFUNZIONALI</p> <p>Luogo, sala: Meeting Room SSX6 (Stimate) Lingue parlate: Inglese, francese</p>
	<p>16:30 - 16:50</p> <p>Réhabilitation de la Personne atteinte de la maladie d'Alzheimer ou maladies apparentées à Domicile - mesure d'Impact REPAD-I</p> <p><u>PITTERI, Franck</u> AIRPM, France</p>

Les quelques 500 Equipes Spécialisées Alzheimer (ESA) créées par le Plan Alzheimer 2008-2012 proposent à domicile des soins d'accompagnement et de réhabilitation pour favoriser le maintien à domicile des personnes malades, en préservant leur qualité de vie. L'intervention des professionnels vise la préservation de l'indépendance et de l'autonomie aussi longtemps que possible. Objectif principal : mesurer l'effet du programme de Réhabilitation Ambulatoire Modélisée (RAM) sur l'autonomie de la personne malade ayant un score au MMSE supérieur ou égal à 18. L'étude concerne les personnes ayant une démence diagnostiquée selon les critères du DSM-IV-R et présentant un stade léger avec un MMSE supérieur ou égal à 16. Il s'agit de mesurer l'efficacité de la RAM. Cette thérapie non-médicamenteuse comprend une évaluation initiale et finale et s'appuie sur des bases scientifiques. 43 expérimentateurs travaillant dans 37 ESA d'Ile de France et de Nouvelle Aquitaine recruteront 140 dyades. Les données seront comparées avec celles issues de l'étude ETNA3(1).

16:50 - 17:10

Masterthesis: Interoceptive awareness in adults with ASD and the association with alexithymia.

GODSCHALK VAN STEENBERGEN, Lieke; SCHEFFERS, Mia

Hogeschool Windesheim, Netherlands, The

To investigate whether self-regulation problems in adults with ASD who are referred to Psychomotor Therapy (PMT) can be understood from a lack of interoceptive awareness (IA). Also, the association between alexithymia and IA and the influence of gender was studied. The aim of this study was to contribute to the further development of effective PMT methods in treating adults with ASD.

61 adult in- and outpatients filled in two self-report questionnaires: The Multidimensional Assessment of Interoceptive Awareness version 2 (MAIA-2) and the Toronto alexithymia scale (TAS-20). Outcomes of the MAIA-2 were compared with the Dutch norm group. Associations between IA and alexithymia were assessed as well as gender differences.

Participants scored significantly lower than the norm group on all characteristics of IA with large effectsizes. Several MAIA-2 subscales were negatively associated with alexithymia. Women scored lower than men on two subscales.

The results advocate PMT to help increase IA in patients with self-regulation problems.

17:10 - 17:30

Les perturbations de la fonction tonique chez des trisomiques 21 : une prise en charge psychomotrice axée sur les massages traditionnels africains

NOG, Adalbert Guy

INSTITUT PANAFRICAIN DE PSYCHOMOTRICITÉ ET RELAXATION, Cameroun

Les perturbations de la fonction tonique touche tous les enfants porteurs de trisomie 21. L'article comporte une description du trouble, avec une lecture psychomotrice de l'enfant porteur de trisomie 21, des considérations sur l'étiologie et les comorbidités associées à la trisomie 21, les critères et les moyens diagnostiques de la trisomie 21. Dans une deuxième partie, La perturbation de la fonction tonique est analysée et sa relation avec le retard des acquisitions locomotrices et posturales est établie. Une étude de cas axée sur les massages traditionnels africains nous a permis de montrer d'une part l'existence d'une pratique psychomotrice africaine, d'autre part de comprendre que la relation thérapeute – patient est l'élément moteur qui favorise l'interaction entre le pouvoir faire, le vouloir faire et le savoir-faire.

17:30 - 17:50

Stress and manual psychomotor intervention

LANGE, Annemarie Tangaa¹; SIMONSEN, Sheila¹; CHRISTIANSEN, Anders Bech²; OLSEN, Steen Schytte²

¹Psychomotor Therapists Copenhagen (PMTK), Denmark; ²University College Copenhagen, Denmark

Stress is a psychosomatic condition, involving both mental and physiological states (Lyon, 2012). Next to back-pain it is the most common work-related health problem with negative effects on both individuals and organizations. In this presentation we will first provide an overview of the causes and common symptoms of stress, as they present themselves in psychomotor practice. Next, we will discuss the use of manual psychomotor therapy as a treatment option for adult clients suffering from stress (Probst, 2017). We will present interventions that have been developed through psychomotor practice to help individuals manage their physical and emotional responses to stress and helping individuals develop resilience to future stress, including techniques such as relaxation, body awareness and psychoeducation (Haase et al., 2016). Finally, we discuss an ongoing trans-national research effort into measuring the effectiveness and outcome of these interventions: "EPIAS (Efficacy of Psychomotor Interventions on Anxiety and Stress)" - a collaboration between Psychomotor therapists and researchers in Denmark and Uruguay.

18:30 - 20:30

StudEx: ApEx per StudEx

Luogo, sala: **OSTINATI CAFÉ**

Unitevi a StudEx per un drink al Ostinati Café. Punto d'incontro: Palazzo della Gran Guardia alle 18:30. Primo giro offerto dal WCP. La registrazione è obbligatoria in LA MIA AGENDA (riservato agli studenti)

19:30 - 22:00

Friday Dinner: Cena per i delegati OIPR e EFP (e amici)

Luogo, sala: **Ristorante Torcolo**

Tutti i delegati dell'OIPR e dell'EFP sono invitati a una cena informale presso il ristorante Torcolo, accogliente locale tipico di Verone. Sono benvenuti anche tutti gli amici e i colleghi (questo costo non è incluso nella quota congressuale: euro 50,00). La registrazione è obbligatoria in LA MIA AGENDA

Data: Sabato, 06.05.2023

8:00 - 9:00

Registration Day3: Arrivo e registrazione partecipanti

Luogo, sala: **Auditorium Foyer (Gran Guardia)**

9:00 - 10:30

P4: Keynote Lectures session 4

Luogo, sala: **Auditorium Soubiran (Gran Guardia)**

Chair di sessione: **juan MILA**

traduzione simultanea in 3 lingue

9:00 - 9:30

Etnopsicomotricidad de niños Guaranies y Nivacle en Paraguay

BAEZ AYALA, Natalia Anahi; RUIZ, Pabla Beatriz

ASOCIACION PARAGUAYA DE PSICOMOTRICIDAD, Paraguay

El conocimiento sociocultural, las prácticas de crianza y el entorno es lo que marca, la diferencia, en el desarrollo psicomotor, lo que se trasmite o condiciona. La función cultural para demostrar la adquisición de valores propios de la cultura. Basar la valoración de los parámetros psicomotores, centrándose exclusivamente en el Desarrollo Psicomotor como guía de las habilidades y destrezas de los niños/niñas de la etnia Nivacle y Guaraní. El cuerpo es un espacio ideal, donde la puesta en acto de las técnicas corporales permite el desarrollo y la concienciación de la propia identidad.

Abordar y observar las prácticas de crianzas en las comunidades indígenas del Paraguay, teniendo en cuenta el contexto socio histórico y cultural, contribuye a reconocer y proteger la integridad de valores y prácticas sociales, culturales, religiosas y espirituales de estos pueblos, en tener en cuenta los aspectos cualitativos implicados en el desarrollo psicomotor y que se consideren significativos.

9:30 - 10:00

El psicomotricista como asesor para equipos de educación inicial: innovar desde revalorizar los espacios de juego las escuelas.

GUROVICH, Tatiana^{1,2,3}; GIMENEZ, Mariangeles¹

¹Centro de Observación y Estudios de Psicomotricidad, Chile; ²Pontificia Universidad Católica de Chile; ³Organización Internacional de Psicomotricidad y Relajación, OIPR

	<p>Se exponen los resultados de un estudio cualitativo descriptivo bajo el enfoque de la investigación acción participativa, sobre las resonancias surgidas en los profesores de dos colegios de Santiago de Chile, al implementarse una asesoría y formación teórico-vivencial desde la mirada psicomotriz. Promoviendo la experiencia corporal y la valoración del juego en los procesos de enseñanza aprendizaje, gestionando oportunidades innovadoras en diversos dispositivos que acompañen el bienestar y desarrollo de niños y niñas (Toro Arevalo, et. al, 2022).</p> <p>Las propuestas pedagógicas varían según cuán contactados están los docentes con su autopercepción, regulación emocional y disponibilidad corporal (Gurovich, 2018). Es aquí donde cobra relevancia la intervención del psicomotricista como consultor externo, que pone en evidencia los elementos del juego corporal y la importancia de la reciprocidad empática en la relación pedagógica (Sanchez y Lorca, 2001). Se revalorizan los espacios lúdicos existentes, visibilizando y entramando los componentes dentro y fuera de las salas de clase. Estableciendo este correlato de la transferencia de conocimientos y habilidades, en tanto son, no sólo declarados en el currículum, si no que, vivenciados y encarnados en el juego.</p>
	<p>10:00 - 10:30</p> <p>Reflexiones sobre psicomotricidad y neuroaprendizajes</p> <p>DIAZ SUAREZ, Arturo¹; SANCHEZ PEREZ, Fuensanta²; LOPEZ SANCHEZ, Guillermo Felipe³</p> <p>¹UMUSPORT. Universidad de Murcia, España; ²UMUSPORT Universidad de Murcia, España; ³UMUSPORT Universidad de Murcia, España</p> <p>Neurociencia, Neurociencia educativa y Neurodidáctica: sus diferencias</p> <p>La Neurociencia investiga el funcionamiento del sistema nervioso y en especial del cerebro, con el fin de acercarse a la comprensión de los mecanismos que regulan el control de las reacciones nerviosas y su comportamiento. Las investigaciones en esta área han revelado, por ejemplo, que la curiosidad y la emoción juegan un papel relevante en la adquisición de nuevos conocimientos. Por su parte, la Neurociencia educativa es "una disciplina que pretende integrar los conocimientos neurocientíficos acerca de cómo funciona y aprende el cerebro en el ámbito educativo".</p> <p>La Neurociencia aplicada a la educación o Neurociencia educativa es denominada también como Neuroeducación. No obstante, algunos investigadores en este ámbito prefieren evitar este último término.</p> <p>¿Qué aporta la Neurociencia a la educación? La Neurociencia educativa puede ayudar a los docentes a entender cómo aprenden sus alumnos y alumnas, así como "las relaciones que existen entre sus emociones y pensamientos, para poder así ejecutar la enseñanza de forma eficaz", añade Forés.</p>
9:00 - 20:00	<p>PO3: POSTER SESSION</p> <p>Luogo, sala: Loggiato della Gran Guardia</p> <p>Il loggiato della Gran Guardia è riservato alla sessione poster, dove i ricercatori presentano un poster cartaceo che illustra i metodi e i risultati della loro ricerca o di un loro progetto. Gli autori presenti rispondono alle domande poste dai colleghi interessati nei seguenti orari: Giovedì 4 maggio dalle 16:40 alle 17:00 Venerdì 5 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Sabato 6 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Domenica 7 maggio dalle 10:30 alle 11:00</p>
10:30 - 11:00	<p>CB2: Coffee Break</p> <p>Luogo, sala: Cafè Bistrot</p>
11:00 - 13:00	<p>P5: Keynote Lectures session 5</p> <p>Luogo, sala: Auditorium Soubiran (Gran Guardia)</p> <p>Chair di sessione: Pim Hoek</p> <p>traduzione simultanea in 3 lingue</p>
	<p>11:00 - 12:00</p> <p>Le cerveau et les espaces: bases neurales et pathologie de la marche, de la mémoire spatiale, et de la relation avec autrui et l'empathie</p> <p>BERTHOZ, Alain</p> <p>Collège de France</p> <p>ABSTRACT COMING SOON</p>
	<p>12:00 - 12:30</p> <p>Apports de la batterie des fonctions neuro-psychomotrices (NP-MOT) à l'évaluation multidimensionnelle pour le diagnostic de trouble développemental de la coordination : marqueurs diagnostiques et typologie</p> <p>VAIVRE-DOURET, Laurence^{1,2,3,4,5}</p> <p>¹Université Paris Cité, Faculté de Santé, Département de Médecine, Paris, France; ²Institut Universitaire de France (IUF); ³INSERM Unité 1018-CESP, Faculté de Médecine, Université Paris Saclay, UVSQ, Villejuif, France; ⁴AP-HP, Centre, Hôpital Necker-Enfants Malades, Paris, France; ⁵Institut hospitalo universitaire Imagine, Necker, Paris, France</p> <p>Il existe des outils de performance sur les habiletés motrices (Marquet-Doléac et al., 2016), mais peu s'appuient sur une approche développementale. La batterie des fonctions neuro-psychomotrices (NP-MOT) est standardisée et normée et offre une correction automatisée numérique (Vaivre-Douret, 2022) pour l'évaluation développementale de 9 fonctions d'intégration neuro-psychomotrices avec des subtests identiques quel que soit l'âge, prenant en compte la composante qualitative et quantitative du geste sous forme d'étalement (m+ E.T, note standardisée). Recommandée par la Haute Autorité de Santé, et l'Expertise collective de l'INSERM pour le trouble développemental de la coordination (TDC). Nous exposerons comment la NP-MOT nous a permis d'identifier la sémiologie et les marqueurs diagnostiques spécifiques qui caractérisent les typologies du TDC avec une prédiction entre 94% et 100% (Vaivre-Douret, 2019).</p> <p>La NP-MOT offre la possibilité d'investigations à tout âge, étant donné les normes de maturation qui saturent avant 10 ans. Elle permet de distinguer à partir de 4 ans un déficit d'un retard par rapport à un processus normal de maturation cérébrale et de déceler les troubles cérébraux mineurs discrets, souvent imperceptibles par une évaluation globale de performances.</p>
	<p>12:30 - 13:00</p> <p>Corpo fantasmatico, immaginario e simbolico lo sviluppo psicomotorio tra normalità e patologia.</p> <p>VECCHIATO, Mauro^{1,2}</p> <p>¹Istituto Italiano di psicologia della Relazione (IIPR); ²ANPRI</p> <p>Recenti studi e ricerche nel campo delle neuroscienze (Ammaniti, M. ; Gallese, V. 2014) della psicomotricità evidenziano l'importanza delle esperienze sensorimotorie del feto negli ultimi mesi di gravidanza per l'avvio delle prime strutture psichiche: il corpo fantasmatico. (Recalcati, M. 2012) Il bambino nella relazione con i genitori attiva dei collegamenti tra sensazioni corporee e immagini anche non vissute realmente ma percepite come tali: il corpo immaginario. (Recalcati, M.2016) È un momento evolutivo molto delicato per il bambino perché, nonostante la sensazione dia sostanza all'immagine del corpo e l'immagine forma alla sensazione, tende a permanere in una condizione egocentrica poco conforme al reale. (Stern, D.1992) Il rapporto con il mondo impone un limite all'immanenza onnipotente del corpo fantasmatico ed immaginario favorendo nel bambino lo sviluppo di attività rappresentative che gli permettono di acquisire una progressiva autonomia emozionale come base del suo sviluppo sociale e cognitivo: il corpo simbolico. (Vecchiato, M. 2007)</p>
13:00 - 14:30	<p>LB2: Pausa Pranzo</p> <p>Pranzo libero per partecipanti e studenti nella meravigliosa cornice del centro storico di Verona, ricco di locali tipici e di posti da visitare. I delegati EFP e OIPR sono invitati per un pranzo veloce da Ostinati, prenotazione richiesta e scelta del menu disponibile durante la pausa caffè.</p>
14:30 - 16:00	<p>SP10: PERTINENZA E COERENZA TRA STRUMENTI DI VALUTAZIONE E INTERVENTO NELL'AUTISMO</p> <p>Luogo, sala: Auditorium Soubiran (Gran Guardia)</p> <p>Lingue parlate: Inglese, italiano, francese</p>
	<p>14:30 - 14:50</p>

L'Echelle des Particularités Sensori-psychomotrices dans l'Autisme (EPSA) : une évaluation fonctionnelle des signes sensori-psychomoteurs

VACHAUD, Amandine; LE MENN-TRIPI, Cindy

EXACT- Centre d'Excellence TND - CHU TOURS, France

L'autisme est un trouble du neurodéveloppement qui touche précocement le développement sensori-psychomoteur. Il est essentiel de repérer ces signes, d'en mesurer leur intensité et d'en évaluer leur impact fonctionnel tout au long de la vie.

L'Échelle des Particularités Sensori-psychomotrices dans l'Autisme (EPSA) est un nouvel outil clinique validé (chez des enfants entre 2 et 12 ans) qui permet une mesure qualitative et quantitative des atypies sensori-psychomotrices. Cette échelle a pour but d'objectiver les observations du psychomotricien après une évaluation complète au travers d'un examen approfondi et d'un entretien avec les aidants.

Ainsi, elle définit des profils sensori-psychomoteurs singuliers afin d'aider au diagnostic d'autisme et des possibles comorbidités neurodéveloppementales ; d'établir un projet thérapeutique individualisé ; de suivre l'efficacité des interventions mises en œuvre.

14:50 - 15:10

Ora ti vedo; Trattamento psicomotorio nei disturbi dello spettro autistico: presentazione di due casi clinici

DELAINI, Cristina¹; LOTTI, Martina²

¹Studio psicopedagogico fredel, Italia; ²Studio filo rosso, Italia

L'intervento psicomotorio rappresenta uno degli approcci per eccellenza nel trattamento dei disturbi dello spettro autistico in quanto, partendo da un'attenta analisi delle differenze individuali, supporta il bambino nella sua crescita emotivo-funzionale, ponendo il corpo e la dimensione relazionale al centro dell'intervento.

Vengono di seguito presentati due percorsi di valutazione e trattamento psicomotorio, di due bambini ASD di 4,9 anni, all'interno di un'equipe multidisciplinare, della durata rispettiva di 19 e di 27 mesi. Cuore dell'intervento è il coinvolgimento attivo della famiglia all'interno del processo terapeutico ed il ruolo delle relazioni affettive significative come motore di ogni apprendimento.

Da questo intervento emergono significativi miglioramenti nella sfera dell'autoregolazione, attenzione condivisa, coinvolgimento e comunicazione a due vie, sia nel bambino che nel caregiver (mamma), testati attraverso l'utilizzo della FEAS (De Gangi G., & Greenspan S.I., 2001) e confermati dai follow-up neuropsichiatrici.

15:10 - 15:30

Pertinence d'une thérapie d'intégration sensorielle sur l'hypersensibilité tactile chez les enfants présentant un trouble du spectre autistique en psychomotricité

Lin Serge, BABILAMA¹; SAMFOUYOU, MFOPOU Vivianne²; Simplicie, FOYET Harquin²

¹Chantal Biya Foundation, Cameroun; ²Université de Maroua, Cameroun

L'hypersensibilité tactile dans l'autisme empêcherait l'individu d'entrer en relation avec l'environnement entraînant ainsi les troubles psychomoteurs et difficultés d'apprentissages.

Evaluer l'efficacité de la thérapie d'intégration sensorielle sur l'hypersensibilité des fonctions sensorielles et sur le développement psychomoteur.

Expérimentale de 05 mois sur trois patients de sexe masculin ayant les Troubles du Spectre Autistiques (TSA) âgés de 3 à 6 ans.

Les échelles de CARS-T et Leblanc ont permis de déterminer la sévérité de l'autisme et le stade de l'hypersensibilité tactile. Les bilans psychomoteurs, les profils sensoriels de Dunn, et les observations cliniques ont permis de personnaliser les exercices au cours des différents temps d'activités.

Parvenu au stade 1 selon l'échelle de Leblanc. Une différence significative des profils sensoriels avant et après la thérapie d'intégration sensorielle liée à l'équilibre. Réduction de l'hypersensibilité tactile sur les fonctions sensorielles (vestibulaire, gustative, auditive, visuelle). Elle réduit l'hypersensibilité tactile et les autres fonctions sensorielles et favorise le développement psychomoteur.

15:30 - 15:50

Aquatic interventions to improve motor and social functioning in children with ASD: a systematic review

HOOFT, Patty

Windesheim university of applied scienc, Netherlands, The

Children with Autism Spectrum Disorders (ASD) show a high risk of developing difficulties in motor skills. Therefore, their participation in physical and social activities is complicated and limited. Aquatic activities seem to be a promising intervention to improve motor and social skills. We reviewed 18 articles, gathered from six different databases, for evidence. Of these studies, 17 examined the effect of an aquatic intervention on motor skills, and 8 of them examined also social skills. One study examined only the effect on social skills. The total number of children in these studies was 430 of which 394 were children with ASD. All studies mentioned improvement in motor skills after the intervention, but not all studies had groups to compare, which makes the effects less reliable. De effects on social skills were contradicting each other. But interventions specifically aimed at improving social interaction gathered the best results. Aquatic interventions have the potential for improving motor and social skills but further high-quality research is needed before generalizing the positive effects is possible.

14:30 - 16:00

SP11: L'ATTIVITÀ PSICO-CORPOREA COME PREVENZIONE NELL'ETÀ GERIATRICA

Luogo, sala: **Sala Wallon (Gran Guardia)**

Lingue parlate: Inglese, spagnolo

14:30 - 14:50

La Actividad Física como antídoto a la ansiedad en adultos mayores

MARTÍNEZ-MORENO, Alfonso; IBÁÑEZ-PÉREZ, Ricardo; CAVAS-GARCIA, Francisco; CANO-NOGUERA, Francisco

UMUSPORT. Universidad de Murcia, España

El propósito de este estudio fue conocer cómo la actividad física puede influir en la ansiedad de los adultos mayores. Con un diseño observacional, cuantitativo, descriptivo y transversal con muestreo no probabilístico. Se realizó un análisis estadístico descriptivo de la muestra, prueba alfa de consistencia interna de Cronbach y correlación lineal mediante el coeficiente de correlación de Pearson (r) fueron realizados. Además, se realizó una prueba t-Student, análisis de varianza (ANOVA), prueba de normalidad de Kolmogorov-Smirnov y prueba de homogeneidad de Levene. Los participantes que no habían realizado actividad física mostraron un aumento de la ansiedad total en comparación con los que sí habían realizado actividad física. En cuanto a los resultados se observa un mayor número de días con menos ansiedad en quienes realizan actividad física. Los resultados del estudio brindan apoyo para futuros programas para adultos mayores, con el fin de poder determinar de manera mucho más precisa los objetivos de los programas destinados a los usuarios de este grupo etario.

14:50 - 15:10

Psychomotor therapy as a major support with elderly institutionalized: a pre-post COVID-19 comparison

BORGES, Sofia¹; SANTOS, Sofia²

¹Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal; ²UIDEF_Instituto da Educação, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal

Typical daily life changed drastically after COVID-19, especially in residential homes for elderly, where more restrictive measures were adopted: quarantine and suspension of non-essential activities (e.g., psychomotor therapy [PMT]). But what to measure the effects of such restrictions? Our goal was to analyze the psychomotor-functional performance and its impact in the quality of life (QOL) of elderly institutionalized, in a pre-post COVID-19 comparison. The Portuguese Version of Examen Geronto-Psychomoteur (EGP), Barthel's Index and DEMOQL were applied twice (December/19 and June/20) to 30 participants institutionalized, aged 66-100 years-old (82.17±10.3), that presented significant (p<.001, with effect sizes predominantly moderate) lower psychomotor performance, more daily life' dependency and lower QOL' levels after pandemic. Restrictive measures seems to be a stressor over time, contributing to a greater psychomotor and functional vulnerability. In the future, there is a need to rethink national strategies not only for the preservation of life, but also for the reorganization of the therapeutic supports' provision. The relevance and importance of PMT seems to be reinforced.

15:10 - 15:30

	<p>The help of psychomotricity in the prevention of pathologies related to aging. (La Ayuda de la Psicomotricidad en la prevención de patologías relacionadas con el envejecimiento.)</p> <p>IBÁÑEZ PEREZ, Ricardo Jose¹; MARTINEZ MORENO, Alfonso²; LOPEZ VERA, Antonio³; IBÁÑEZ DIAZ, Ricardo⁴</p> <p>¹UNIVERSIDAD DE MURCIA, España; ²UNIVERSIDAD DE MURCIA, España; ³UNIVERSIDAD DE MURCIA, España; ⁴UNIVERSIDAD DE MURCIA, España</p> <p>It is intended to know the influence of Psychomotricity in the prevention of age-related pathological diseases, with special attention to older adults.</p> <p>The chosen approach is hypothetical-deductive. Data collection follows an experimental plan of the "pre-test post-test" type. Using the interview with surveys of activities of daily living, depression through the document (CESD-7), the practice of physical activity through the document (IPAD-7), the satisfaction with life scale (SWLS), and the control of Stress with the document (PSS).</p> <p>This group worked on physical activity and psychomotricity for ten months, from September to June 2022, with two weekly sessions of 75 minutes a day and the group of older adults from the Murcian Institute for Social Action was held in the city of Cartagena (Spain), the The age of the participants ranged from 60 to 90 years.</p> <p>The results obtained show the influence of physical activity and adapted psychomotricity in improving the daily life of the elderly, as well as a positive perception of their day-to-day and a decrease in their degree of anxiety and stress, wishing to obtain a greater possibility of living longer and with a better quality of life.</p>
	<p>15:30 - 15:50</p> <p>Gestión del optimismo en adultos mayores versus Actividad Física</p> <p>SÁNCHEZ-ROCA, Catalina²; CARRILLO CERDÁ, María Concepción³; CAVAS-GARCIA, Francisco¹; MARTINEZ-MORENO, Alfonso¹</p> <p>¹UMUSPORT. Universidad de Murcia. España; ²CIFP Politécnico Cartagena. Consejería de Educación. España; ³Cooperativa de enseñanza Samaniego. Alcantarilla. España</p> <p>El propósito de este estudio fue determinar la relación entre el optimismo y la actividad física en adultos mayores. Se utilizó un diseño observacional, cuantitativo, descriptivo y transversal con muestreo no probabilístico. Se realizó un análisis estadístico descriptivo, alfa de Cronbach, coeficiente de correlación de Pearson (r), prueba t-Student, ANOVA, prueba de Kolmogorov-Smirnov y de Levene. La Prueba de Orientación de Vida Revisada (LOT-R), de los participantes que no habían realizado actividad física fueron significativamente más bajos que los de los participantes que sí habían realizado actividad física. Además, los niveles de pesimismo en los participantes que viven en la costa fueron significativamente más altos en comparación con los que viven en el interior. Un modelo de regresión lineal multivariable, $F(7, 349) = 30.6, p < 0.001$, explicó el 38% de la varianza de LOT-R; los que acudían a un centro público tenían un LOT-R más bajo que los que no lo hacían. Los resultados del estudio determinan los beneficios de la práctica de Actividad Física en este grupo de población como catalizador del optimismo.</p>
14:30 - 16:00	<p>WS16: Il vissuto: la sessualità, un'emozione così vicina, così lontana.</p> <p>Luogo, sala: Sala Ajuriaguerra (Gran Guardia) workshop presentato in italiano</p>
	<p>Il vissuto: la sessualità, un'emozione così vicina, così lontana.</p> <p>PICCARISI, Andrea Private practice, Italia</p> <p>Il vissuto è parte fondamentale della psicomotricità e di tutte quelle professioni dove la relazione con l'altro è parte integrante e la sessualità ne fa parte, dobbiamo accoglierla non solo viverla. Ma noi sappiamo cos'è la sessualità, ne siamo consapevoli, la affrontiamo, la usiamo? Spesso l'urgenza di raggiungere una performance scientifica ci fa dimenticare l'ascolto delle nostre emozioni, della nostra storia, della nostra sessualità. In realtà, "con l'evoluzione della specie umana, le motivazioni che spingono ad avere un'interazione sessuale sono diventate sempre complesse e variegate, il sesso si è trasformato in una questione relazionale, sociale, emotiva, ludica" (Casnici) e ciò si integra con più consapevolezza nel nostro vissuto, ma lo accettiamo? La consapevolezza del nostro vissuto fa parte della nostra professionalità diventando strumento indispensabile per l'intervento psicomotorio non viverlo, non affrontarlo, può mettere in discussione gli eventi professionali e personali. Si cercherà attraverso la letteratura, l'esperienza ed esperienze pratiche, di ascoltare il nostro vissuto, per noi, per l'altro, per il nostro lavoro.</p>
14:30 - 16:00	<p>WS17: Conception africaine de la personnalité et thérapie de la santé mentale et du bien être psychocorporel</p> <p>Luogo, sala: Bergès Gym (Stimate) workshop presentato in francese</p>
	<p>Conception africaine de la personnalité et thérapie de la santé mentale et du bien être psychocorporel</p> <p>BANINDJEL, Joachen Université de Yaoundé 1, Cameroun</p> <p>Cette recherche vise à montrer l'apport de la pratique thérapeutique africaine dans la thérapie de la santé mentale et le bien être psychocorporel. La technique utilisée ici passe par une conception de la personnalité. Celle-ci est pluraliste et intègre plusieurs instances dont les plus fondamentales sont : "ka", "ba", "sad". La maîtrise de ces instances permet de saisir toutes les fonctionnalités de l'homme et localiser la dimension qui est en difficulté. Le corps qui est l'épiphanie de l'homme, apparaît comme élément essentiel dans cette approche. Lorsqu'on identifie la souffrance chez un sujet, le principe à passer par le corps pour effectuer un diagnostic de la structure afin de déterminer la nature de la maladie. Le résultat qui s'en suit consiste à apaiser les angoisses aiguës et paroxystiques, atténuer le dépérissement lent et progressif au niveau de la totalité vécu du patient</p>
14:30 - 16:00	<p>WS18: La intervención psicomotora con personas mayores – especificidad y aplicabilidad</p> <p>Luogo, sala: Irmischer Gym (Stimate) workshop presentato in spagnolo</p>
	<p>La intervención psicomotora con personas mayores – especificidad y aplicabilidad</p> <p>RODRIGUES DE MORAIS, Ana Isabel^{1,2}; ALMEIDA, Gabriela^{1,2}; MATIAS, Ana Rita^{1,2}</p> <p>¹Departamento de Desporto e Saúde, Escola de Saúde e Desenvolvimento Humano, Universidade de Évora; ²Comprehensive Health Research Centre (CHRC), University of Évora</p> <p>El aumento de la esperanza media de vida está asociado al aumento de los déficits y patologías derivadas del proceso de envejecimiento, que pueden influir negativamente en la vida de las personas mayores. La identidad psicocorporal también puede ser afectada, no solo por el envejecimiento, sino también por cambios en el contexto social y familiar y la institucionalización. Surge así la necesidad de implementar programas de intervención específicos, tanto en el aspecto preventivo como terapéutico. Este taller abordará, de forma práctica, los contenidos que deben estar presentes en la intervención con las personas mayores. También se darán dos ejemplos de estudios en desarrollo con la población portuguesa: El impacto de una intervención psicomotora grupal, sobre el perfil psicomotor y tres componentes específicos (prevalencia motora, prevalencia cognitiva y limitaciones físicas) y el estudio de los efectos de Aquamentia® (programa de intervención psicomotriz en medio acuático para personas mayores con demencia) en cuanto a variables psicomotoras y conductuales, en la percepción de cuidadores formales e informales y en el nivel fisiológico a través de los marcadores salivales.</p>
14:30 - 16:00	<p>WS19: Par la communication expressive: la voix prend corps.</p> <p>Luogo, sala: Kiphard Gym (Stimate) workshop presentato in francese</p>
	<p>Par la communication expressive: la voix prend corps.</p> <p>BESMOND-SAISON, Bénédicte MIP, Italie</p> <p>La voix est un médiateur de communication expressive, soutenue par le langage corporel. Malgré certains troubles du langage oral ou certaines situations stressantes demandant une adaptation (comme par exemple la maîtrise des langues lors de congrès mondiaux), l'envie d'interagir est universelle (Author, year). Une proposition d'atelier émerge afin de se détourner de la performance au profit d'une intention de créer un lien.</p>

	<p>Grâce à la médiation du clown dans son aspect d'improvisation théâtrale, au service de la psychomotricité, un état d'interaction spontané se développe. Explorer la fluidité de la prosodie facilite l'expressivité dans un contexte d'interactions sociales (Autho, year). Une fois ressenties, les émotions exprimées dans un langage universel élargissent l'espace dynamique du corps.</p> <p>L'écoute musicale dans la parole amène vers l'interaction expressive dans toutes ses dimensions non verbales. Un relâchement global permet ce dialogue tonico-émotionnel vocal, essentiel dans les relations sociales. Le sujet s'oriente ainsi dans le partage des ressentis comme récepteur et émetteur, aux prémices de l'empathie.</p>
14:30 - 16:00	<p>WS20: Stabilità e apertura nello psicomotricista: esperienza corporea e riflessioni</p> <p>Luogo, sala: Berruezo Gym (Stimate) workshop presentato in italiano</p>
	<p>Stabilità e apertura nello psicomotricista: esperienza corporea e riflessioni</p> <p>BOCCINI, Luisella Alia Studio, Italia</p> <p>La professione dello psicomotricista è molto complessa. Poco conosciuta e non sempre compresa richiede che lo psicomotricista abbia ben chiari i presupposti come pure gli obiettivi della propria professione in modo da dividerli con le persone che gli si rivolgono in richiesta di aiuto. Questo presuppone un lavoro continuo su di sé sia in quanto professionista sia in qualità di persona, sempre in discussione e "al lavoro" con le dinamiche, i vissuti, le complessità che lo riguardano come individuo (Boscaini, 2018; Erickson, 1982). Lavorare attraverso il corpo con esperienze profonde di ascolto e di presa di contatto con i nostri contenuti profondi accompagnati da esperienze legate alla natura, la terra e le sue enormi risorse permetterà al partecipante di vivere e chiedersi quali risorse interne ed esterne disponiamo in un proficuo dialogo con ciò che ci circonda (Giovagnoli, 2022).</p>
14:30 - 16:00	<p>SP12: NUOVI MEDIATORI NELLE DIFFERENTI SITUAZIONI DI DISAGIO</p> <p>Luogo, sala: Meeting Room MDX1 (Stimate) Lingue parlate: Inglese, spagnolo</p>
	<p>14:30 - 14:50</p> <p>Psychomotricité dans le traitement adjuvant du cancer du sein</p> <p>DUARTE SANTOS, Graça^{1,2}; VEIGA, Guida^{1,2}; GUERREIRO, Daniela^{1,2}; OLIVEIRA, Joana³</p> <p>¹Universidade de Évora, Portugal; ²Departamento de Desporto e Saúde, Escola de Saúde e Desenvolvimento Humano, Universidade de Évora, Comprehensive Health Research Centre (CHRC), Universidade de Évora; ²Universidade de Évora, Portugal; ²Departamento de Desporto e Saúde, Escola de Saúde e Desenvolvimento Humano, Universidade de Évora, Comprehensive Health Research Centre (CHRC), Universidade de Évora; ³Psychomotricien en pratique privée</p> <p>Les femmes atteintes d'un cancer du sein font face à une diversité de changements physiques, psychologiques et sociaux qui impactent leur quotidien, affectant leur santé et leur bien-être. De plus, le cancer du sein entraîne souvent une grande détresse, mettant à l'épreuve le corps, l'identité et la qualité de vie des femmes. Compte tenu de la multiplicité de ces problèmes, la relaxation en tant que thérapie psychomotrice, ce présente comme une approche thérapeutique précieuse pour ces femmes améliorant les symptômes liés au cancer, réajustant le schéma corporel, l'image corporelle et l'identité, contribuant ainsi à la santé et au bien-être des femmes atteintes d'un cancer du sein. Dans cette présentation on décrit deux programmes d'intervention (de relaxation psychomotrice médiatisée par le toucher), développée en hospital et conçu uniquement comme une approche complémentaire des soins médicaux pour les femmes dans les phases de traitement et de survie, ainsi que l'impact de ces programmes sur les indicateurs de santé et de qualité de vie des femmes atteintes d'un cancer du sein</p>
	<p>14:50 - 15:10</p> <p>Exploring use of the Outcomes Framework for Dance Movement Therapy in Psychomotor Therapy Interventions.</p> <p>LEBRE, Paula^{1,2}</p> <p>¹Faculdade de Motricidade Humana, Portugal; ²Instituto de Etnomusicologia - Centro de Estudos em Música e Dança (INET-md)</p> <p>This article presents an <i>Outcomes Framework</i>, firstly developed as a generic outcomes framework for Dance movement therapy (Dunphy, et al, 2020) that has been applied in PMT in Portugal (Lebre et al., 2020). Posited to measure outcomes intrinsic to creative art therapies and body oriented therapies (Schoenenberger-Howie et al., 2022), the framework comprises six domains (physical, cultural, cognitive, emotional, social and integration), further divided into sub-domains and objectives (N=85). The article presents its theoretical underpinnings, development and data on its reliability and validity in the English and Portuguese versions. Results demonstrate a very good scale homogeneity (good to excellent for the single domains) and excellent interrater-reliability. Results of factor analysis yielded six dimensions, five corresponding to the original domains. Being a comprehensive tool for all client groups and contexts, it is suggested as suitable for assessment of psychomotor interventions and clients' progress. Benefits and limitations of the framework as an assessment tool for the profession are discussed.</p>
	<p>15:10 - 15:30</p> <p>Quantitative Health parameter as psychomotor feedback and "The Music of Heart Rate Variability"</p> <p>GOEHLE, Ulf Henrik Frankfurt University of Music and Performing Arts, Germania</p> <p>Self-reflection in psychomotor-classes as well as in therapeutic settings can benefit from the measurement of heart-rate-variability, that give valid feedback on the regulatory status of the autonomous nervous system.</p> <p>This works particularly well, if the results are fed into the reflection process in a de-centered mindset and in an appropriate semiotic format i.e., a media that does not sacrifice the authenticity of individual processes that seem essential for psychomotor practice.</p> <p>To meet this requirement the authors co-developed a method to transform heart rate variability into acoustical information, through either direct sound synthesis or the production of MIDI files (musical instrument digital interface) to trigger other devices.</p> <p>The author describes the methods and some results and discuss applications for analytical purposes and biofeedback. Building on conceptual notions the presentation reports from first results out of psychomotor practice in somatic education of opera singers and discusses the relevance of physiological data within psychomotor science.</p>
14:30 - 16:00	<p>WS21: The MASTER study: A RCT of an emotion dysregulation focussed Parent-Child Psychomotor Therapy (PC-PMT) intervention for toddlers and their parents with ADHD</p> <p>Luogo, sala: Meeting Room LDX2 (Stimate) workshop presentato in inglese</p>
	<p>The MASTER study: A RCT of an emotion dysregulation focussed Parent-Child Psychomotor Therapy (PC-PMT) intervention for toddlers and their parents with ADHD</p> <p>JANS, Nathalie^{1,2,4}; Rommelse-Lambregts, Nanda¹; Masselink, Maurits^{1,2,3}; Hartman, Catharina²; Haeyen, Suzanne⁴</p> <p>¹Karakter Kind en Jeugd Psychiatrie, Netherlands, The; ²Radboud UMC Nijmegen, The Netherlands; ³Universitair Medisch Centrum Groningen, UMCG, The Netherlands; ⁴HAN University of Applied Sciences, The Netherlands</p> <p>Toddlers (2-3.5 years) of parents with ADHD have an increased likelihood of developing ADHD and have regularly experience severe emotion regulation (ED) problems. Early intervention in toddlers with ED problems may prevent escalation to more serious problems.</p> <p>The intervention aims to improve ED skills of children with an increased likelihood of developing ADHD, improve parent-child interaction quality and prevent the development of severe ADHD symptoms.</p> <p>A total of N = 134 toddlers with ED problems and one parent with ADHD will be randomized to receive either Parent-Child Psychomotor Therapy (PC-PMT) or treatment as usual. The PC-PMT and TAU intervention will be administered to the child and one randomly selected parent. PC-PMT is a therapy consisting of 8 weekly sessions and follow-up. The TAU condition will receive 8 sessions of psycho-education.</p> <p>This study will be the first to test whether a short duration intervention aimed at improving ED problems among toddlers with an increased likelihood of developing ADHD can result in prolonged improvement in child ED problems and ADHD symptoms. A positive outcome would be of major clinical importance because of preventative treatment.</p>

14:30 - 16:00	<p>SP13: L'IMPORTANZA DELLA RICERCA PER LO SVILUPPO DELLA PROFESSIONE DI PSICOMOTRICISTA Luogo, sala: Meeting Room MSX3 (Stimate) Lingue parlate: Inglese, francese</p>
	<p>14:30 - 14:50 La recherche comme facilitateur de l'enrichissement de la psychomotricité : Exemple d'application auprès des enfants à haut potentiel intellectuel. <u>ALONSO-BEKIER, Séverine</u> ISRP, France A l'heure de "the evidence based", les thérapeutiques psychomotrices se doivent de rendre compte de leur efficacité (Albaret, Giromini). Ainsi, nous sommes persuadés que le développement de la profession de psychomotricien passe par la nécessité de fournir des arguments factuels démontrant l'efficacité des thérapeutiques tout en s'assurant que les bénéfices observés sont bien la résultante de l'intervention psychomotrice. Ceci est alors le seul moyen d'objectiver les apports de la psychomotricité et d'en élargir les champs d'application en réponse aux nouvelles problématiques sociétales émergentes (burn out, SSPT, HPI...). Plus spécifiquement nous nous sommes penchés sur les particularités psychomotrices dans le Haut Potentiel Intellectuel. Ainsi, Après avoir argumenté l'utilité de la recherche en psychomotricité, nous présenterons ici les travaux de psychomotriciens (Vavre-Douret, Saint-Cast) sur le profil psychomoteur chez les enfants HPI pour ensuite détailler notre propre étude. L'accent sera alors mis sur l'importance de la méthodologie et la création de protocoles afin d'apporter une preuve d'efficacité de l'accompagnement psychomoteur auprès de cette population.</p>
	<p>14:50 - 15:10 Étude exploratoire des représentations de la science chez les étudiants en psychomotricité <u>FERTE, Jacques</u> ISRP, France Les sciences expérimentales fournissent de plus en plus de données pertinentes pour les psychomotriciens. La psychomotricité cherche par ailleurs à renforcer son assise scientifique. Or, les étudiants en formation initiale ne sont pas formés à la démarche scientifique. Une question se pose que l'on pourrait définir ainsi : comment aborder l'enseignement en formation initiale de psychomotricité de manière à favoriser la compréhension des différents aspects de la science et l'intégration d'une démarche scientifique ? Dans la mesure où un apprentissage est influencé par les représentations préexistantes, nous avons mené une recherche exploratoire sur les représentations de la science chez des étudiants français en formation initiale de psychomotricité, en nous appuyant sur des travaux en didactique des sciences et en épistémologie. Cette étude a combiné une méthode qualitative, sous la forme du focus group, et quantitative, en tirant parti de l'existence d'un questionnaire. Nous discutons les résultats obtenus avec l'éclairage des travaux de la psychologie cognitive et développementale et ouvrons des pistes de réflexion par rapport à l'enseignement de la psychomotricité.</p>
	<p>15:10 - 15:30 Liderazgo e indicadores de calidad en psicomotricidad <u>MARTINEZ-MORENO, Alfonso</u> UMUSPORT. Universidad de Murcia, España El liderazgo es clave en la gestión de las organizaciones tanto públicas como privadas, ya que permite perdurar en el tiempo a dichas organizaciones. El estilo de liderazgo determina cómo funciona una organización y cómo influye en el esfuerzo, la eficiencia y la satisfacción de los empleados. Conocer los diferentes estilos de liderazgo, sus implicaciones y cuales aplicar es determinante para todas las organizaciones y profesiones que prestan servicios. Es de vital importancia entender que en el contexto actual los ciudadanos, usuarios o beneficiarios son conscientes de su rol proactivo, por lo que demandan calidad de los servicios que reciben. La medición y análisis de resultados permite realizar el control de la gestión y monitorear de manera permanente el desempeño a lo largo de los diferentes procesos de las organizaciones; lo que potencia el controlar y mejorar su ejecución en términos de eficacia, eficiencia y efectividad.</p>
	<p>15:30 - 15:50 Psychomotricity in Europe – an overview on working fields, approaches, and research methods <u>SCHMID, J. Lemmer¹; NIDERÖST, Melanie²; MUZLER, Susanne³; EFSTRATOPOULOU, Maria⁴; NEMCANSKA, Aneta⁵; BELLEMANS, Tina⁶; RENE, Ariane⁷; BODAS, Ana Rita⁸; SAINT-CAST, Alexandrine⁹; CATTAFESTA, Silvia¹⁰; SCHEEWE, Thomas⁹; VETTER, Martin¹¹</u> ¹DGfPM, University of Emden/Leer, GER; ²Verband Psychomotorik Schweiz, University of Teacher Education in Special Needs (HfH), Zürich, CH; ³Psychomotorik Österreich, Aktionskreis Motopädagogik Österreich, AUT; ⁴Aristotle University, GRC – UAE University, UAE; ⁵Masaryk University Brno, CZ; ⁶University of Applied Science Windesheim, NL; ⁷Institute Ilya Prigogine Brussels, B; ⁸University of Trás-os-Montes e Alto Douro, Portuguese Association of Psychomotricity, PT; ⁹ISRP Paris, FR; ¹⁰Italian Center of Studies and Research in Psychology and Psychomotricity, CISERPP Verone, ITA; ¹¹DGfPM, University of Marburg, GER The main goal of the "Forum of Psychomotricity" (EFP) is to support psychomotricity in Europe concerning its practice, formation, and science-based development. In the year 2016 the EFP commission for science & research used the 6th European congress of Psychomotricity to collect baseline data on different working fields, education levels and availability on scientific literature from the participating countries (194 respondents). Based on these results (Vetter 2017) a follow up survey has been conducted in form of an online questionnaire. From August 2022 to January 2023 in total over 1600 researchers and practitioners in the field of psychomotricity participated. On an international level of 15 countries an overview of recent practices, approaches, instruments, and research methods in the field of psychomotricity could be gained. In this presentation the results of the countries will be compared concerning to the baseline data and the above-mentioned aspects. It will close with concrete propositions for needed research topics on a national but also on a collaborative international level.</p>
14:30 - 16:00	<p>WS22: Digital handwriting analysis with CSWin - a useful tool for research and therapy Luogo, sala: Meeting Room LSX4 (Stimate) workshop presentato in inglese</p>
	<p>Digital handwriting analysis with CSWin - a useful tool for research and therapy <u>HURSCHLER LICHTSTEINER, Sibylle¹; SÄGESSER WYSS, Judith²</u> ¹University of Teacher Education Lucerne, Switzerland; ²University of Teacher Education Berne, Switzerland The CSWin method for the kinematic analysis of children's handwriting was developed by Dr Christian Marquardt, Munich, in collaboration with the handwriting research team of the Lucerne University of Teacher Education and Dr Carlo Di Brina, University of Rome. The method, originally developed for adult neurorehabilitation, was further developed for the study of children's handwriting by the author and used in a national study on the effectiveness of psychomotor therapy. In our workshop, we present how psychomotor therapists themselves can use this method. It complements the diagnosis of the graphomotor development status, makes learning processes in the automation of handwriting visible and measurable. Statements about pressure, speed and accuracy allow a broad picture of the learning status. The children can be actively involved by following their own writing trace on the screen. During the event, the author will explain the measurements and the method. Then, a case study will be presented. There will also be the opportunity to try out the method.</p>
14:30 - 16:00	<p>WS23: Patient Reported Outcome Measures and Shared Decision Making in psychomotor therapy Luogo, sala: Meeting Room LSX5 (Stimate) workshop presentato in inglese</p>
	<p>Patient Reported Outcome Measures and Shared Decision Making in psychomotor therapy <u>DE HAAN, Albertine; SCHEFFERS, Mia; MOEIJES, Janet; BIEMOND-KUIPERS, Linda; VAN BUSSCHBACH, Joeske</u> University of Applied Sciences Windesheim. Zwolle, Netherlands, The</p>

	<p>Patient Reported Outcome Measures (PROMs) are questionnaires for patients that measure psychosocial aspects, health, and quality of life and are based on Patient Reported Outcomes (PROs; subjective aspects of health as reported by patients)¹. PROMs that measure relevant psychomotor outcomes for psychomotor therapy (PMT), for example, body awareness and emotion regulation, may contribute to the scientific validation of PMT. Moreover, PROMs can monitor the results of PMT in individual patient care². The psychomotor therapist can discuss the results of the PROMs for PMT with the patient in the process of Shared Decision Making (SDM)³.</p> <p>We conducted a study to develop a set of relevant psychomotor PROMs in adult mental health care, based on relevant psychomotor PROs from the perspective of patients and psychomotor therapists. Also, we developed a digital portal to assess these PROMs in psychomotor practice. Moreover, we conducted an evaluation study of the use of PROMs, SDM and the digital portal in psychomotor therapy in mental health care and in psychomotor training in higher education².</p> <p>In a workshop we will present the study, the results, and we will show the use of PROMs and SDM.</p>
14:30 - 16:00	<p>SP14: LA CENTRALITÀ DEL DIALOGO TONICO-EMOZIONALE IN PSICOMOTRICITÀ</p> <p>Luogo, sala: Meeting Room SSX6 (Stimate) Lingue parlate: Inglese, spagnolo</p>
	<p>14:30 - 14:50</p> <p>Estudio de las particularidades en el dibujo de los niños que presentan signos de inhibición psicomotriz en modo vigilante, vacilante o mixto: análisis de los aspectos psicomotores</p> <p>PEÑA, Pilar; SAAL, Silvia Untref, Argentina</p> <p>En la inhibición psicomotriz, el dibujo -al no requerir gran despliegue en el espacio- se presenta como un material interesante en la clínica. En este trastorno psicomotor el movimiento se presenta reducido y/o retenido, afectando al funcionamiento del cuerpo en relación.</p> <p>La escasa y contradictoria bibliografía respecto de la temática abre a la pregunta acerca de la posible vinculación entre las características del dibujo y los modos de expresión de este trastorno: vigilante, vacilante o mixto (Saal, 2020).</p> <p>La muestra está compuesta por 66 niños de nivel inicial y primer ciclo de primaria de escuelas de Buenos Aires (Argentina): 33 presentan signos de inhibición psicomotriz y 33 no. Los dibujos son analizados valorando diversos aspectos psicomotores (uso del espacio, tamaño, trazo y figura humana, entre otros) así como la modalidad del niño al producirlos.</p> <p>Al ser uno de los trastornos psicomotores menos visibilizados por el contexto social, nos proponemos profundizar tanto en los modos en que se puede expresar su sintomatología silenciosa y padeciente como en el análisis de su semiología gráfica, con el fin de aportar al diagnóstico y la intervención psicomotriz.</p>
	<p>14:50 - 15:10</p> <p>Restableciendo la comunicación. Intervención psicomotora desde el ámbito residencial de protección de menores con trastornos vinculares</p> <p>RÍOS GAMARRA, Sonia; IZQUIERDO JIMÉNEZ, Angela Fundación Citap, Spagna</p> <p>El caso que presentamos refleja la evolución de un menor que llega a nosotros con 12 años proveniente del circuito de salud mental desde que tenía 5 años por sintomatología afectiva y comportamental dentro de un cuadro de trastorno vincular. El trabajo llevado a cabo presenta de una forma clara cómo, a edades tempranas, es posible restablecer la comunicación a través de la excitación psicomotriz compartida, descendiendo a los orígenes del surgimiento de la misma, como no podía ser de otra manera más que mediante la evocación del complejo de excitación (Figurín & Denisova, 1929) o en palabras de Ajuriaguerra "el contagio emocional" (Ajuriaguerra, 1978); a partir de ahí, se van alcanzando hitos para romper esa coraza defensiva que bloquea su mundo afectivo y cómo esto influye para que se empiecen a descongestionar todos los ámbitos a los que se extiende, como un pulpo con sus tentáculos. El espacio para la comunicación está creado.</p>
	<p>15:10 - 15:30</p> <p>Los lazos sociales entre el "touch" y el toque</p> <p>OLIVEIRA, Ana Paula de²; FERREIRA, Manoela Mendonça³; SILVA, Siomara Aparecida¹ ¹Universidade Federal de Ouro Preto, Brasil; ²ICONE - Desenvolvimento Humano, Brasil; ³Universidade Federal de Ouro Preto, Brasil</p> <p>El objetivo fue analizar la percepción de los psicomotricistas brasileños sobre los cambios de comportamiento de los niños influenciados por el discurso tecnológico (BAPTISTA, JERUSALINSKY; 2017). Que afecta los lazos sociales (COELHO, 2006) por constituirse a través del lenguaje. Y en la contemporaneidad, tiene el "touch" en medio al tacto. Partiendo de un cuestionario online, realizado con 44 psicomotores que trabajaron antes y después del aislamiento social impuesto por la pandemia del COVID-19, surgieron palabras e ideas repetidas en cuatro categorías relacionales: con los objetos se percibían, poca creatividad, desinterés y rapidez en el manejo; con en el espacio-temporal se destacó la desorganización, la velocidad del hacer y la disminución de la conciencia corporal; con las autoridades se evidenciaron dificultades con los límites y reglas, además de un bajo umbral de frustración; Y, en la relación con los pares, se presentou aislamiento, introspección y distanciamiento. Los datos indican que las alteraciones percibidas por los psicomotricistas coinciden con las quejas de las familias y de las escuelas. Y, apuntan consonancia con la idea de un síntoma social (LEBRUN, 2004) contemporáneo, resultado del discurso tecnológico.</p>
	<p>15:30 - 15:50</p> <p>Measuring Body Awareness. Validation of the Multidimensional Assessment of Interoceptive Awareness (MAIA)</p> <p>CHRISTIANSEN, Anders Bech; OLSEN, Steen Schytte University College Copenhagen, Denmark</p> <p>Body Awareness - being in touch with one's body - is an important concept in Psychomotor Therapy both from a clinical and theoretical perspective. It has been related to a wide range of physical and mental health outcomes (Farb et al., 2015; Quadt et al., 2018). Yet, there has been a lack of validated instruments to measure it, making the concept somewhat elusive to scientific study. MAIA, a self-report questionnaire, available in all main languages, represents a promising attempt to measure Body Awareness (Mehling et al., 2012). The instruments consist of 8 sub-scales, each measuring different aspects of Body Awareness. In this presentation we will discuss its validity, using our own research. First, we give an overview of different conceptualizations of Body Awareness. Next, we present the results of our study, in which we compared Danish subjects (n=507) with different levels of mind-body practice experience across MAIA scores, using factor analytical methods. The study confirms the overall validity of the instrument and mimics studies from other countries. Finally, we discuss the strengths and limitations of using self-reports questionnaires, such as MAIA, to measure Body Awareness.</p>
16:00 - 16:30	<p>BT2: Break&Transfert</p>
16:30 - 18:00	<p>SP15: RICERCA E ATTUALITÀ DEGLI STRUMENTI DI VALUTAZIONE PSICOMOTORI</p> <p>Luogo, sala: Auditorium Soubiran (Gran Guardia) Lingue parlate: Inglese, francese</p>
	<p>16:30 - 16:50</p> <p>Content Validity of the Portuguese version of the Batterie d'Évaluations des Fonctions Neuro-Psychomotrices de l'enfant (NPmot.pt)</p> <p>DE AMORIM, Nídia Sofia¹; SANTOS, Sofia² ¹PoloUIDEF - Instituto da Educação, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal; ²UIDEF - Instituto da Educação, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal</p> <p>Understanding and establishing the children' psychomotor profile is both demanding and complex, and requires valid and reliable measures, which are still scarce within psychomotor therapy field. Since content validity is a prerequisite for other validity, it should receive the highest priority during instrument development, our goal is to analyze the content validity of the new Portuguese version of <i>Batterie d'Évaluations des Fonctions Neuro-Psychomotrices de l'enfant</i> (NPmot.pt). After translation and back-translation, for wording/content equivalence, products were discussed by a 9-experts committee - with experience in both childhood' psychomotor</p>

development and research validation methodology that agreed on a pre-final version. Each item was rated according to its relevance/clarity/simplicity, and ambiguity. Content validity indexes (CVI) of items, universal agreement, mean, and Cohen's kappa were calculated. All CVIs pointed out the representativeness of the indicators (>.78), with a strong expert agreement (>.42) and Cohen's kappa scores between .02 and .95. Content validity was confirmed, allowing us to continue further research on the metric qualities.

16:50 - 17:10

The preliminary psychometric properties of the Portuguese version of the Npmot

DE AMORIM, Nídia Sofia¹; SANTOS, Sofia²

¹PoloUIDEF – Instituto da Educação, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal; ²UIDEF – Instituto da Educação, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal

The relevance of the quality of the psychomotor profile in child development is evidence-supported. Psychomotor limitations' screening plays an impacting role in diagnosis, planning, progress assessment and interventions monitoring, demanding valid and reliable instruments. However, there are scarce sound psychomotor instruments, also in Portugal. Based on previous content validity indexes, our research sought to provide psychometric data in support of a new Portuguese instrument to assess psychomotor skills in children (NPmot.pt). NPmot.pt was applied to 200 children, aged 4–12 years (82.12M ±3.98M), with (n=50) and without (n=150) disabilities, attending mainstream schools. Reliability was confirmed through internal consistency ($\alpha>.45$) and temporal reliability (test-retest, $.45>r<.99$). Construct validity was analyzed for total domain/domain correlations ($.31>r<.92$) and exploratory factorial analysis reported an 8-factor solution explaining 88.5% of the total variance. The NPmot.pt was able to differentiate (discriminant validity) children with and without disabilities ($p<.05$). Our results underline NPmot.pt' usefulness as a valid and reliable psychomotor assessment tool.

17:10 - 17:30

La BSP 7-12 test du Schéma Corporel

MOURAD, Joanna; HADDAD, Maya; ABOU CHABKE, Nour; CHOUKRALLAH, Christelle; GEBRAËL MATTA, Gemma

Université Saint Joseph, Liban

Le schéma corporel étudie le corps humain dans son fonctionnement cinématique et neurologique ; Il se base sur une construction active remaniée des données actuelles et du passé fournissant à nos actes la perception de différentes parties du corps ainsi qu'un cadre spatial personnel et péri-personnel tout en mettant en relief les fonctions exécutives au cours de son développement. Pour cela, il a été considéré récemment comme un processus dynamique en voie de construction où différentes parties du cerveau participent pour contribuer à la conception de la cognition incarnée. Il est le fondement de tous les domaines psychomoteurs et se décompose en plusieurs composantes essentielles.

Le modèle théorique de Longo & Haggard (*traitement de l'information somato-sensorielle*, 2010), de *Top down–Bottom up*, 2010 et de Morasso (*l'intermédiaire entre cognition incarnée-contrôle moteur*, 2015) ont été le fruit de l'apparition des composantes du schéma corporel suivantes

L'élaboration du « BSP 7-12 », divisé en plusieurs subtests, se doit nécessaire afin d'évaluer toutes les composantes du schéma corporel

17:30 - 17:50

Révision et étalonnage du bilan psychomoteur GB SOUBIRAN pour enfant de 6 ans à 7 ans 11 mois

PITTERI, Franck

AIRPM, France

L'évaluation psychomotrice se fait à l'aide de batteries d'évaluation ou de tests fonctionnels. Les 2 batteries actuellement à disposition sont la NEPSY-II qui n'est pas spécifique à la psychomotricité et la NP-MOT étalonnée en 2006. Pour les compléter, certains professionnels ont recours à des tests plus anciens malgré des étalonnages non remis à jour. Cela ne facilite pas un modèle de raisonnement clinique commun à l'ensemble des épreuves utilisées.

Le Bilan psychomoteur Soubiran propose une approche à la fois qualitative et quantitative, complète sur le plan fonctionnel, et fondée sur l'intuition clinique des synergies entre les fonctions mises en œuvre dans la psychomotricité d'une personne, synergie confirmée par les avancées scientifiques.

Ce programme vise la réécriture et l'étalonnage du Bilan Psychomoteur Soubiran .

Il s'agit de fournir un bilan psychomoteur fiable, actualisé, étalonné et gratuit pour des enfants âgés de 6 à 7 ans 11 mois, d'identifier les synergies entre les fonctions psychomotrices et de mettre en évidence un éventuel indicateur de synergie pour ces fonctions.

100 expérimentateurs psychomotriciens évalueront 1200 enfants scolarisés âgés de 6 à 7 ans 11 mois.

16:30 - 18:00

SP16: PREVENZIONE E INTERVENTO NEI DISTURBI DELLO SVILUPPO DEI BAMBINI PREMATURI

Luogo, sala: **Sala Wallon (Gran Guardia)**

Lingue parlate: Inglese, francese

16:30 - 16:50

Parental perception on neuropsychomotor development of preterm children. Results of a single centre study in the northern Portugal

SILVESTRE BODAS, Ana Rita¹; LEITÃO, José Carlos¹; PEREIRA, Anabela Maria²

¹DCEDES, Universidade de Trás-os-Montes e Alto Douro; CIDESD, Centro de Investigação em Desporto, Saúde e Desenvolvimento Humano; ²DE, Universidade de Aveiro; CIDTFF, Centro de Investigação em Didáctica e Tecnologia na Formação de Formadores

BACKGROUND. It's still unclear how parents perceive children neuropsychomotor development (NPD) even when facing a major risk factor: prematurity. METHODS. We enrolled all preterm born infants admitted to a single neonatal special care hospital centre during one year. Children underwent NPD evaluation at 36 months using Griffiths Mental Development Scales. Parents were asked to rate their children NPD using a 5-steps likert type questionnaire. Answers were then plotted against Griffiths General Z score using ROC analysis. RESULTS. Of 77 families who concluded follow-up, prematurity was acknowledgeable as risk for adverse NPD outcomes by parents in 46.8 and only 35% recognized its impact on NPD of their sons. For both question the proportion of positive answer was only influenced by parent's education level of education. CONCLUSION. Parent's perception on NPD of preterm children appears to be inaccurate and overwhelmingly optimistic. They share a trend to ignore and neglect the risk of adverse NPD outcomes of prematurity, which seems to be an educational bias. These findings alert us to reinforce educative methods regarding this issue in our community.

16:50 - 17:10

Strengths and weaknesses of the psychomotor development of late preterm babies in the first months of life - the view of a Psychomotrician

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Objective: To study low risk preterm babies, characterize the specificities of their early development and understand the contributions of family and life context to their psychomotor development. Methodology: exploratory, observational, cross-sectional study with control group, paired by type of pregnancy and gender with 62 participants (31 late preterm babies). Results: there are different developmental profiles between groups and different contributions of life and family contexts to their development with preterm babies being more permeable to contextual factors. Conclusion: context is of the utmost importance for these babies, namely family characteristics and early development opportunities, as protective development factors, which should be taken into account in the implementation of good practices, that is, preventive interventions, where the role of the Psychomotrician stands out, as a professional who, having a solid background in psychomotor development (including early stages of life), also has the knowledge and tools for working with families, and being the main interlocutor and link between the family, educational and clinical contexts, throughout first years of life.

17:10 - 17:30

Improving performance of healthcare quality in Primary Health Care Facilities in Morocco

ZAADOU, Brahim; CHBAB, Youness

	<p>Non gouvernement organisation, Morocco</p> <p>Aims: to evaluate the Quality Contest implemented in healthcare structures in Morocco.</p> <p>Methods:</p> <p>We opted for a qualitative and quantitative study. A critical analysis of the data and information collected. Gathering and collection of data, analysis by grouping, and a graphic presentation of this information than the interpretation of the results. We conducted a detailed content analysis of this study and the lessons learned from it.</p> <p>Results.</p> <p>The mission of the MoH was to foster the continuous improvement of the quality and safety of healthcare facilities, services, and programs through developing accepted standards, building capacity, and awarding performance. The Ministry of Health works at the local level by building the capacity of health professionals to improve quality and patient safety. Training empowers professionals to become agents of change in primary health care (PHC) centers. A study conducted by Sahel A. et al. (2015) found that quality competition had a significant positive impact on leadership commitment, employee involvement in quality improvement activities, and teamwork, and increased the use of continuous quality improvement strategies.</p>
	<p>17:30 - 17:50</p> <p>Troubles du neurodéveloppement et vulnérabilité : Le psychomotricien acteur majeur entre dépistage et intervention précoce</p> <p>ALONSO-BEKIER, Séverine ISRP, France</p> <p>Notre participation en tant qu'expert auprès de la HAS sur le repérage des TND chez les enfants vulnérables nous a conduit à un double constat : D'une part il est acquis aujourd'hui que le développement de l'enfant est la résultante d'éléments plurifactoriels dans un processus dynamique (neurodéveloppement, HAS). La perturbation de ces processus de développement cérébral conduit à un trouble neurodéveloppemental (TND) correspondant à des difficultés dans une ou plusieurs de ces fonctions cérébrales. D'autre part, les études de Spittel et Morgan <i>et al.</i> (INSERM), objectivent le bénéfice des interventions précoces chez les enfants de 0 à 2 ans avec facteurs de risques. Ces IP incluent des interventions préventives ou éducatives et des interventions thérapeutiques (motricité globale et fine, coordination, cognition, communication, émotionnel social et adaptatif). Faire un diagnostic précoce de troubles du neurodéveloppement et du comportement est une nécessité afin de pouvoir proposer des IP et agir sur la trajectoire développementale. Ce double constat nous permettra alors de conclure que le psychomotricien a toute sa place dans cet accompagnement précoce du développement de l'enfant.</p>
16:30 - 18:00	<p>WS24: StudEx - for and by students</p> <p>Luogo, sala: Sala Ajuriaguerra (Gran Guardia) workshop presentato in inglese</p>
	<p>StudEx - for and by students</p> <p>MARCÉ, Sven Timothy^{1,3}; UTTERS, Anna Maria^{1,2}; STERGIOU, Sophia^{1,2}</p> <p>¹StudEx - European Forum of Psychomotricity (EFP); ²Philipps Universität Marburg; ³NVPMT, the Netherlands</p> <p>In this round of workshops, students are allowed to organize workshops on psychomotricity in their own country. Have you always wondered how our profession is offered abroad or would you like to share your knowledge with other students? Register now for this workshop.</p> <p>You can apply by sending an email or by contacting the StudEx committee at the congress.</p>
16:30 - 18:00	<p>WS25: The contribution of pre- and perinatal psychology to the understanding of children's psychomotor expression.</p> <p>Luogo, sala: Bergès Gym (Stimate) workshop presentato in inglese</p>
	<p>The contribution of pre- and perinatal psychology to the understanding of children's psychomotor expression.</p> <p>ECKERT, Amara R. University of Applied Sciences Darmstadt, Germany</p> <p>The development of prenatal and perinatal psychology began in 1924 with the psychoanalyst Otto Rank. Since then, pioneers and scientists around the world have pooled their knowledge, culminating in the Global Conference Prenatal Sciences 2022. It is becoming increasingly clear to professionals that the shaping influence of the first 9 months of life can no longer be ignored, as the impact of experiences from this period can be perceived as bodily communicated expression in all areas of life and culture.</p> <p>This workshop will provide a brief introduction to the basic premises of prenatal and perinatal psychology. Also, working methods and results of pre- and perinatal oriented trauma-work with children (2 - 8 years) will be presented. A concept of a pre- and perinatal oriented psychomotor therapy will be presented and illustrated with corresponding examples from psychomotor therapy.</p> <p>The participants of the workshop will also have the opportunity to make their own embodied experiences and to ask questions about cases from their work.</p>
16:30 - 18:00	<p>WS26: Trouble développemental de la coordination et schéma corporel : les effets d'un entraînement du couplage perception-action</p> <p>Luogo, sala: Irmischer Gym (Stimate) workshop presentato in francese</p>
	<p>Trouble développemental de la coordination et schéma corporel : les effets d'un entraînement du couplage perception-action</p> <p>ARRAMON, Hugo¹; BLANCHET, Mariève¹; MAÏANO, Christophe²; CADORET, Geneviève¹</p> <p>¹Département des sciences de l'activité physique, Université du Québec à Montréal, Canada; ²Département de psychoéducation et de psychologie, Université du Québec en Outaouais, Canada</p> <p>Le TDC s'expliquerait par un défaut du couplage perception-action (CPA) antérieur aux difficultés motrices et perturbant les modèles internes dont le schéma corporel (SC) (Assaiante, 2020; Martel, 2022; Vaivre-Duret, 2021). L'étude postulait qu'en entraînant le CPA par des exercices de dissociation motrice, les enfants avec TDC développeraient implicitement leur SC. Une intervention de 8 semaines et à distance, sous forme de capsules vidéo, a été proposée à 13 enfants âgés de 7,5 à 10,5 ans. Les résultats démontrent l'amélioration des habilités motrices, des fonctions spatiales et de la perception de soi, suggérant que l'entraînement du CPA précise les représentations sensorimotrices. En résumé, l'étude prouve l'efficacité d'une intervention à distance et souligne l'importance de soutenir le SC des enfants avec TDC. Ainsi, vous serez invités à découvrir les détails de la présente étude et à expérimenter les exercices.</p>
16:30 - 18:00	<p>WS27: To be a person is to have a story to tell</p> <p>Luogo, sala: Kiphard Gym (Stimate) workshop presentato in inglese</p>
	<p>To be a person is to have a story to tell</p> <p>LEBRE, Paula^{1,2}; MONTEIRO, Elisabete^{1,2}; SIMÕES, Celeste^{1,3}</p> <p>¹Faculdade de Motricidade Humana, Portugal; ²Instituto de Etnomusicologia - Centro de Estudos em Música e Dança (INET-md) - Estudos em Dança; ³Instituto de Saúde Ambiental (ISAMB)</p> <p>Storymaking, may reengage youth through multiple narratives and non-threatening processes. Being a unique human experience, the use of creative expressions, allow young people to construct their own narratives, reflecting their resilience, strengths, achievements while negotiating the challenges of their specific circumstances. The current article describe the Storymakers Project, Erasmus+, a partnership between London Borough of Hammersmith & Fulham (LBHF), UK, Bielske Stowarzyszenie Artystyczne, PL, Faculdade de Motricidade Humana, PT and Synthesis Center for Research and Education Limited, CY, developed resources enabling professionals to use storymaking. The pilot trial involved 608 participants, 49 professionals (including psychomotor therapists) testing storymaking using puppetry, creative writing, creative narrative and creative movement (Schejbal, et al, 2022). In Portugal, the pilot involved psychomotor therapy and dance students under an expressive therapies and creative dance course units and community settings</p>

	supporting young people. The overall results, activities dhowcase and reflexions on the relevance of such resource materials for psychomotor therapists will be presented.
16:30 - 18:00	WS28: Pensar (nosotros) en la relación en la praxis psicomotriz Luogo, sala: Berruezo Gym (Stimate) workshop presentato in spagnolo
	Pensar (nosotros) en la relación en la praxis psicomotriz ALMEIDA, Gabriela^{1,2}; MOREIRA, Rafaela¹; DUARTE SANTOS, Graça^{1,2} ¹ Universidade de Évora, Portugal; ² Departamento de Desporto e Saúde e Escola de Saúde e Desenvolvimento Humano, Universidade de Évora, Comprehensive Health Research Centre (CHRC), Universidade de Évora La práctica psicomotriz terapéutica está mediada por la relación de involucramiento corporal, en donde el cuerpo es un mediador terapéutico de la relación. Este taller surge de un estudio en el ámbito del Máster en Psicomotricidad en el que se entrevistó a 21 psicomotricistas, que trabajan en la salud mental, con el objetivo de "mirar" para la construcción de la relación psicomotricista-paciente. Fue posible identificar factores y prácticas que influyen en la relación y, como resultado, fue elaborado un <i>Aide-mémoire</i> para el psicomotricista. En este taller pretendemos que los participantes realicen un "viaje" a través de esta herramienta desarrollada para que los psicomotricistas tomen conciencia de sus habilidades relacionales en la praxis. El taller tendrá 2 fases: (1) se desarrollarán actividades y experiencias psicocorporales, para dar a conocer las habilidades de relaciones individuales y la relación que se construye en la praxis, para acciones terapéuticas con mayor intencionalidad relacional; (2) se expondrá la relevancia de la formación continua y la adquisición de habilidades y conocimientos a nivel personal y profesional, a lo largo de la vida del psicomotricista.
16:30 - 18:00	SP17: DINAMICA DELL'IMMAGINE CORPOREA NEI DISTURBI DELLA PERSONALITÀ Luogo, sala: Meeting Room MDX1 (Stimate) Lingue parlate: Inglese, italiano, francese
	16:30 - 16:50 L'effetto della psicomotricità relazionale sulla regolazione emotiva nei soggetti affetti da Disturbo della nutrizione e dell'alimentazione FRAMARIN, Cristina; MELIS, Yuri Villa Miralago, Centro per la cura dei Disturbi del Comportamento Alimentare, Italia I disturbi della nutrizione e dell'alimentazione (DAN) sono le patologie psichiatriche con la maggiore comorbidità e con il più alto tasso di morte correlata (van Hoeken & Hoek, 2020). Questo studio si è posto l'obiettivo di misurare gli effetti della psicomotricità relazionale sulla capacità della regolazione emotiva e delle emozioni positive e negative in un campione di soggetti ricoverati (Boerhout et al., 2013). Il campione è composto da N=82 soggetti di sesso femminile affette da DAN. Sono stati somministrati i seguenti test psicomotrici pre e post della N=1 seduta: Positive and Negative Affect Schedule positive (PANAS) (Lavender et al., 2015) strumento per l'assessment degli affetti positivi e negativi; Difficulties in Emotion Regulation Scale (DERS)(Sighinolfi et al., 2010) per la capacità della regolazione delle emozioni di natura negativa. I risultati hanno mostrato differenze tra il pre e post attività, statisticamente significative (p<0.05) nel T-test a campioni accoppiati nello scoring delle sei sotto scale del DERS e una diminuzione degli affetti negativi (PANAS-NA). In particolare, nel gruppo generale (DAN) e nei sottogruppi (AN, BN, DAI). Questi dati ci suggeriscono quanto la psicomotricità relazionale possa essere uno strumento efficace nella riabilitazione emotiva e cognitiva dei soggetti affetti da DAN.
	16:50 - 17:10 Troubles des perceptions et représentations corporelles chez le sujet Grand-Brûlé : Intérêt de l'approche psychomotrice et partage d'expérience LIARD, Audrey PSYCHOMOTRICIENNE, France La nécessité d'une prise en charge globale des patients grands-brûlés en post-réanimation/soins intensifs, puis en rééducation/réadaptation, témoigne de l'importance d'un travail pluridisciplinaire. L'approche psychomotrice semble y apporter un réel soutien sous de nombreux aspects, notamment dans la prévention, l'évaluation et la prise en charge des troubles des perceptions et représentations corporelles, comprenant les troubles du schéma corporel et de l'image du corps. Leur prise en charge précoce, l'élaboration du projet de sortie et son accompagnement, s'inscrivent dans une démarche d'amélioration de qualité des soins et de suivi de ces personnes au parcours médical très spécifique et complexe. Isolement, modifications sensorielles, motrices et esthétiques transitoires, évolutives ou permanentes ; les conséquences biopsychosociales inhérentes au traumatisme et à son contexte sont en effet à considérer sur la durée. Dans cette perspective d'amélioration de la qualité de vie, la prise en charge psychomotrice et les nombreuses techniques et médiations qu'elle propose, contribue également à augmenter les chances de réinsertion sociale voire professionnelle de la personne brûlée.
	17:10 - 17:30 Le corps comme médiateur de parole: expérience de la prosodie dans le cas de l'aphasie. BESMOND-SAISON, Bénédicte MIP, Italie La prosodie associée au langage corporel permettrait a priori d'améliorer les interactions sociales des patients, notamment à risques, dans le cas de l'aphasie (Author, year). Dans la littérature scientifique (Author, year), il semblerait que développer une fluidité dans l'écoute musicale de la parole, renforcée par l'interaction thérapeutique, permettrait une expressivité des émotions. En effet, les émotions ressenties et exprimées par le patient suscitent une aide au processus de production des mots, au delà du langage a proprement parlé (Author, year). Nous tenterons donc de comprendre les mécanismes de la prosodie et du corps comme instrument de langage. A cela s'ajoute l'implication de l'ensemble du cerveau du patient aphasique tant au niveau de l'émotion que de l'audition, qui facilite une certaine plasticité cérébrale en vue d'une tentative de récupération. La perception émotionnelle vocale serait une composante fondamentale dans l'émergence de l'empathie (Author, year). Elle permettrait un investissement psychomoteur vers l'interactivité. La voix serait particulièrement à l'interaction de différents champs disciplinaires, au coeur de la psychomotricité.
	17:30 - 17:50 Tracing the body: qualitative analysis of the body maps of victims of intimate partner violence in the context of Psychomotor Therapy MACHORRINHO, Joana^{1,2}; SANTOS, Graça^{1,2}; VEIGA, Guida^{1,2}; MARMELEIRA, José^{1,2} ¹ Comprehensive Health Research Centre, University of Évora, Évora, Portugal; ² Department of Sports and Health, School of Health and Human Development, University of Évora, Portugal Intimate partner violence (IPV) remains in survivors' bodies, influencing their ways of being and acting in the world. The Feel-Own-Move (FOM) is a psychomotor therapy program which aims to help victims of IPV to reconnect with and restore their bodily Self. Through movement, body awareness, relaxation and self-expression, participants explore their embodied knowledge, strengthening their body limits and affirming their identity. At FOM's final sessions, body maps are produced to allow participants an inner encounter with their conscious and unconscious embodied experiences. Participants trace around their bodies on a human-size paper. The resulting outline must be filled in with colors, words, or symbols that express their embodied experiences (Matoso, 2012). In this study, the body maps of 7 women participants of FOM are analyzed. Immature lines and symbols, a discontinuity of colors and images at the hips zone, and a discreet permeability of body limits were commonly found among the body maps. Importantly, the idiosyncratic expressions of each map and implications for psychomotor therapy will be discussed in this presentation.
16:30 - 18:00	WS29: GRAFINK - Graphomotor skills and inclusion Luogo, sala: Meeting Room LDX2 (Stimate) workshop presentato in inglese
	GRAFINK - Graphomotor skills and inclusion

SÄGESSER WYSS, Judith^{1,2}; SCHWERY, Joséphine²; SAHLI LOZANO, Caroline²; SIMOVIC, Liana Joëlle²

¹Swiss Association "Psychomotorik Schweiz"; ²University of Teacher Education Bern / PHBern

Psychomotricity can promote inclusion in different ways. One example is the support of children's graphomotor-skills in collaboration with their teachers. Graphomotor skills are central to a successful transition to school. The concept and teaching material "GRAFINK" for a multi-professional promotion of graphomotor skills in the school entry level builds the foundation of this workshop (Sägesser, Sahli Lozano & Simovic 2021). Concept and materials can be used either in a multi-professional team, in psychomotor therapy, or by a teacher in the classroom.

Content of the workshop:

- Theoretical basics of inclusive education and graphomotor skills
- Presentation of the theoretical frame model GRAFINK
- Suggestions for lessons in heterogeneous groups
- Station tasks that provide different sensory approaches to learn the movement sequences for writing letters.
- "Reflection books" - to reflect on individual progress
- Inclusive ways of working such as cooperative learning
- cards for random group building

A discussion about the conditions for a successful multi-professional cooperation between teacher and psychomotor therapist in early handwriting classes will complete the workshop.

16:30 - 18:00

SP18: LA PSICOMOTRICITÀ COME PREVENZIONE E EDUCAZIONE IN ETÀ SCOLARE

Luogo, sala: **Meeting Room MSX3 (Stimate)**

Lingue parlate: Inglese, spagnolo

16:30 - 16:50

Perspectivas que promueven resiliencia: Ajustes y Reestructura de los dispositivos del encuadre psicomotriz en un contexto educativo ante el emergente por Covid-19

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El presente trabajo expone un enfoque de análisis cualitativo, a partir de los criterios de selección de materiales (Serrabona,2019), espacio, tiempo y encuadre (Chokler,1999) efectuado sobre los dispositivos utilizados para las sesiones de psicomotricidad en un contexto educativo específico, a partir de las restricciones y limitaciones generadas por el Covid-19.

El análisis del emergente, nos invita a transformar nuestros modelos de acompañamiento innovando en estrategias de manera transitoria con un curriculum priorizado, logrando sostener a los niños y niñas desde modalidades a distancia en diversas plataformas, hasta la presencialidad. Exponiendo decisiones orientadas a promover la resiliencia (Saint Cast, 2021), revalorización del espacio-tiempo y promoción del encuentro en la escuela, favoreciendo así los procesos de aprendizaje, lo que se detalla con mayor profundidad en este trabajo.

El camino descrito pretende contribuir a evidenciar las virtudes de la intervención psicomotriz situada, en tanto revalida nuestras bases teóricas, las decisiones en relación a las estructuraciones espacio temporales, los mediadores corporales y la flexibilidad como cualidad, que permanecen vigentes y se robustecen en la diversidad contextual.

16:50 - 17:10

Psicomotricidad y aprendizaje en Preescolar

BORREGO-BALSALOBRE, Francisco José; MARTINEZ-MORENO, Alfonso; DIAZ-SUAREZ, Arturo; MORALES-BAÑOS, Vicente
UMUSPORT.UNIVERSIDAD DE MURCIA, España

El desarrollo de la psicomotricidad en la infancia permite al niño organizar el mundo exterior a través de su cuerpo, contribuyendo a su desarrollo intelectual, afectivo y social.

El presente estudio tuvo como objetivo evaluar longitudinalmente el perfil psicomotor, a lo largo de tres cursos académicos, de niños de 3, 4 y 5 años pertenecientes al segundo ciclo de infantil, relacionándolo descriptivamente con el rendimiento académico. La muestra estuvo formada por 82 sujetos con edades comprendidas entre los 3 y los 6 años a lo largo del estudio. La distribución de la muestra fue homogénea, con un 47,6% de chicos (n = 39) y un 52,4% de niñas (n = 43). Los resultados no sólo ponen de relieve la importancia del desarrollo y la estimulación de las habilidades motrices desde una edad temprana para el desarrollo global del niño, sino que también, al relacionarlos con estudios anteriores, muestran cómo influyen en el desarrollo del ser humano en la edad adulta.

17:10 - 17:30

Case Study of a psychomotrician: the importance of manual functional dominance definition in learning processes

BEATO, Elaine Alves I. Salgado²; SILVA, Siomara Aparecida¹

¹Universidade Federal de Ouro Preto, Brasil; ²NInP - Neuropsicopedagogia, Infância e Psicomotricidade, Brasil

Difficulties that surrounds literacy can be associated to delays on psychomotor development caused by lack of appropriate body experiences. Psychomotor therapy was indicated to a five and a half year old child with no hand dominance definition, motor and grafomotor difficulties which had been interfering on his scholar learnings. This case study aimed to describe Psychomotricity scope as a learning basis. During the period from February to November (except in July)2022, 52 sessions were ministered by a psychomotricist. After two months from the beginning, hand dominance was defined and a focus on automatization of the left hand as the dominant started. The activities proposed on therapy sessions aimed body scheme and image appropriation, tonicity aspects development, body balance, rhythm and global body organization as well. In October, 2022, the school informed the parentes that the child had achieved all expected goals for that school year and that this evolution was observed right after the automation of left hand as the dominant, evidencing the importance of the psychomotor therapy on the learning improvement achieved.

17:30 - 17:50

Un programa educativo para disminuir el riesgo y la gravedad de las lesiones por caídas en niños y adultos mayores

LOPEZ GULLON, Jose Marial¹; ARGUDO FUENTES, Carlos Antonio²; IGLESIAS CARBONELL, María Luisa³

¹Umusport Universidad de Murcia, España; ²Umusport Universidad de Murcia, España; ³Umusport Universidad de Murcia, España

Safe Fall Caidas seguras es un programa educativo, basado en los deportes de lucha (judo ukemis, Grecoorromana caida), desarrollado metodológicamente a través de la investigación científica, para enseñar a los niños y adultos mayores a caer de forma segura.

La Organización Mundial de la Salud (2021) señala que las caídas son la segunda causa principal de lesiones y muertes no intencionales en todo el mundo. Esta cifra proviene de las 37,3 millones de caídas que son lo suficientemente graves como para requerir atención médica cada año.

Ante este problema de gran trascendencia social, y de gran gasto económico para todos los países, la OMS se lanzó al desafío de responder a este problema social con 'las estrategias de prevención deben hacer hincapié en la educación, la formación, la creación de entornos más seguros, priorizando la investigación relacionada con las caídas y estableciendo políticas efectivas para reducir el riesgo'.

Los grupos de riesgo más relevantes señalados por los informes de la OMS son los adultos-mayores y los niños.

En esta línea, en las personas adultas-mayores se puede incidir, entre otros aspectos, en la reducción del Síndrome del Temor a Caer.

16:30 - 18:00

WS30: The importance of autonomic states for psychomotor interventions

Luogo, sala: **Meeting Room LSX4 (Stimate)**

workshop presentato in inglese

The importance of autonomic states for psychomotor interventions

	<p>GLAS, Olivier; BAKKER, Barbara HAN University, Netherlands, The</p> <p>In the Netherlands, psychomotricians based their work on psychological principles and models, some physiological knowledge and specific constructs about movement behavior and body experience.</p> <p>The last decades, knowledge about the brain and nervous system has grown and offers great opportunities to understand subjective experiences in a more sophisticated and complex way. This knowledge is about the anatomic structures and the endocrine system as well. The greatest part of this knowledge comes from the so called 'Polyvagal theory' (Porges, 2003; Dena, 2020).</p> <p>In our workshop we would like to explain and demonstrate how states of our autonomic nervous system are a foundation for emotions, thoughts and behavior. Therefore it is useful to determine the autonomic state of our clients and assess the most adequate intervention. At our university we develop a model that is based on how the body functions and that can be generally assessed in psychomotor practice (Raaijmakers, Glas & Bakker, 2022)</p>
16:30 - 18:00	<p>WS31: Recovery of intimacy and sexuality (for victims of sexual abuse) Luogo, sala: Meeting Room LSX5 (Stimate) workshop presentato in inglese</p>
	<p>Recovery of intimacy and sexuality (for victims of sexual abuse) SCHILDMEIJER, Eveline; BIELEVELDT, Saskia Adagio Amsterdam, Netherlands, The</p> <p>Recovery of intimacy and sexuality Intimacy does not always come naturally.</p> <p>Certainly not for people who have been victims of sexual violence. A well-known residual complaint is the limitations experienced in entering intimate (love) relationships. Not only the relationship with others, but also the relationship with yourself and your own body often remains difficult (vd Kolk, 2014). These include high muscle tension (Postma,2013), fear of flashbacks or the physical reactions that can come with intimacy and touch (vd Kamp, 2019). We have developed a treatment module 'Recovery of Intimacy and Sexuality' to reduce these symptoms. Within this module we work on recovery according to the principles of psychomotor therapy, and therefore very body- and experience-oriented.</p> <p>In this treatment protocol we address themes as tension release, boundaries and asking for support and care. First, we will focus on getting to know our body and feel safe in it. For this we use forms such as trauma-sensitive yoga, meditation, breath work, etc. An important model we use, is the one of 'The Inner Diversity'. Second, we will introduce the relationship with 'the other'. In the third part of the protocol, we will address the themes intimacy and sexuality.</p>
16:30 - 18:00	<p>WS32: La musique au pays du silence Luogo, sala: Meeting Room SSX6 (Stimate) workshop presentato in francese</p>
	<p>La musique au pays du silence PICQ, Elise institut gustave baguer, France</p> <p>Tout commence par la demande d'une stagiaire de réaliser son mémoire sur la musique mais avec des enfants sourd et avec une maître de stage novice en la matière . Nous plongeons alors dans l'univers des sons qui se transformant en visuel. Nous explorons les vibrations et trouvons des façons multisensoriel de percevoir ce qui devait rester silencieux .</p>
18:30 - 20:30	<p>HP: Studex at Hyperspace Trampoline Park Luogo, sala: Hyperspace Trampoline Parks Unitevi a StudEx all'Hyperspace Trampoline Park. Punto d'incontro: Palazzo della Gran Guardia alle 18:30. Il costo del parco non è incluso nella quota congressuale ed è di 15,00 euro. La registrazione è obbligatoria in LA MIA AGENDA (solo per gli studenti)</p>
19:30 - 22:00	<p>Saturday Dinner: Risotto at Boscaini country house Luogo, sala: Boscaini Countryhouse Tutti i delegati dell'OIPR e dell'EFPP sono invitati a una cena informale presso la casa di campagna di Boscaini. Sono benvenuti anche tutti gli amici e i colleghi. La registrazione è obbligatoria in LA MIA AGENDA.</p>

Data: Domenica, 07.05.2023

8:00 - 9:00	<p>Registration Day4: Arrivo e registrazione partecipanti Luogo, sala: Auditorium Foyer (Gran Guardia)</p>
9:00 - 10:30	<p>P6: Keynote Lectures session 6 Luogo, sala: Auditorium Soubiran (Gran Guardia) Chair di sessione: Begoña SUÁREZ traduzione simultanea in 3 lingue</p>
	<p>9:00 - 9:30 Présentation générale du Conseil National Professionnel des Psychomotriciens GIROMINI, Françoise CNPP, France</p> <p>Le Conseil National Professionnel des Psychomotriciens (CNPP) a été créé sous l'égide du Ministère de la Santé et de la Prévention afin d'identifier les besoins de formation continue des professionnels en collaboration avec l'agence du développement professionnel continu. Il est l'interlocuteur privilégié des pouvoirs publics et de la Haute Autorité de Santé.</p> <p>Le CNPP intervient en tant qu'expert de la profession pour éclairer et enrichir les politiques développées par les pouvoirs publics, pour améliorer les prises en charge, la qualité et la sécurité des soins et les compétences des professionnels.</p> <p>Il crée et coordonne une commission scientifique constituée de psychomotriciens docteurs</p> <p>Il contribue aux travaux de la HAS et effectue une veille scientifique des domaines liés à la psychomotricité.</p> <p>Il élabore des fiches de cadrage correspondant aux orientations prioritaires de développement professionnel continu par exemple pour 2023-2025 le perfectionnement du bilan psychomoteur, l'éducation psychomotrice du jeune enfant et l'intervention dans le suivi de l'enfant prématuré.</p> <p>Il participe à des groupes de travail sur l'autisme, les troubles des conduites alimentaires et le télésoin.</p>
	<p>9:30 - 10:00 Effects of psychomotor interventions on motor, social and emotional skills GASSER-HAAS, Olivia Maria; NIDERÖST, Melanie; SOLENTHALER, Anja; LINK, Pierre-Carl; HOEVEL, Dennis Christian University of Teacher Education in Special Needs (HfH), Institute for Educational Support for Behaviour, Social-Emotional, and Psychomotor Development (IVE) Zurich, Switzerland</p> <p>Psychomotor therapy supports people with difficulties in their movement, emotional experiences, and behaviour (EDK, 2022). However, the evidence of this support is often questioned (Gasser-Haas and Steiner, 2022). This study aimed to examine and discuss the effectiveness of psychomotor interventions to improve motor skills and/or social and emotional skills.</p> <p>Using a systematic literature review in English, German, and French, 2717 hits in the combination of movement and behaviour were identified via Ebscohost. After applying various filters, 760 papers could be used for the title and abstract review. In the full-text review, 136 publications were included, of which 67 studies met all inclusion criteria. The sample sizes range between N = 1 and N = 1129. In addition to universal intervention, a total of nine different disorders were examined.</p> <p>Results reveal that the greatest effects of psychomotor interventions can be seen in executive functions. Positive results are also found in mental health, motor skills, positive self-concept, and social behaviour. There are predominantly non-significant findings in academic performance. The results of the systematic review are discussed and the need for high-quality studies of psychomotor interventions is explained.</p>

	<p>10:00 - 10:30</p> <p>Resultado de investigación: efecto de una intervención práctica IPE con realidad virtual sobre las funciones ejecutivas de niños de 7 a 9 años con TDAH en Barranquilla</p> <p>PEÑALOZA, Eliana^{1,2,3,4,5}; RESTREPO, Gerardo²; LEWIS, Soraya¹; PEÑALOZA, Adriana^{5,6}</p> <p>¹Universidad del Norte, Colombia; ²Universidad de Sherbrooke, Canadá; ³Minciencias Colombia; ⁴Gouvernement du Canadá; ⁵Fundacion Teo Deja Huella, Colombia; ⁶Centro terapéutico sensorial Eliana Peñaloza, Colombia</p> <p>Esta investigación tiene como objetivo determinar el efecto de una estrategia de intervención práctica mediada con realidad virtual sobre las funciones ejecutivas en niños de 7 a 9 años con TDAH; A partir de las neurociencias con la teoría de la integración sensorial y praxis de Jean Ayres y la neuropsicología del desarrollo, teniendo en cuenta autores como Barkley y Miyake. A partir de las voces de los niños, se diseñó una intervención práctica sobre las funciones ejecutivas, con diversas actividades como cuentos, juegos en gimnasio y de motricidad fina, así como otras mediadas por realidad virtual, con un componente pedagógico enfocado a reconocer especies endémicas y envía de extinción como el mono titi y aspectos como cuidado del bosque y reciclaje. La investigación llevo a cabo una metodología con enfoque cuantitativo, diseño experimental, con un alcance explicativo, donde se tuvo un grupo control y un grupo experimental, los cuales fueron conformados por selección probabilística de manera aleatoria. Se realizaron análisis de anovas y se determinó un efecto de la intervención sobre las funciones ejecutivas, confirmando la hipótesis de trabajo y las hipótesis auxiliares.</p>
9:00 - 13:00	<p>PO4: POSTER SESSION</p> <p>Luogo, sala: Loggiato della Gran Guardia</p> <p>Il loggiato della Gran Guardia è riservato alla sessione poster, dove i ricercatori presentano un poster cartaceo che illustra i metodi e i risultati della loro ricerca o di un loro progetto. Gli autori presenti rispondono alle domande poste dai colleghi interessati nei seguenti orari: Giovedì 4 maggio dalle 16:40 alle 17:00 Venerdì 5 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Sabato 6 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Domenica 7 maggio dalle 10:30 alle 11:00</p>
10:30 - 11:00	<p>CB3: Coffee Break</p> <p>Luogo, sala: Cafè Bistrot</p>
11:00 - 13:00	<p>P7: Keynote Lectures session 7</p> <p>Luogo, sala: Auditorium Soubiran (Gran Guardia)</p> <p>Chair di sessione: Veronika PINTER-THEISS</p> <p>traduzione simultanea in 3 lingue</p>
	<p>11:00 - 11:30</p> <p>A new scale to assess the psychomotor profile of children with Autism Spectrum disorder: a validity and reliability study</p> <p>ANICETO, Helena¹; SANTOS, Sofia²</p> <p>¹Faculdade de Motricidade Humana - Universidade de Lisboa, Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo LISBOA(APPDA LISBOA); ²UIDEF – Instituto da Educação- Faculdade de Motricidade Humana- Universidade de Lisboa- Portugal</p> <p>Persons with autism spectrum disorder (ASD), besides the limitations at social communication/interaction and restrictive/repertive behaviors/interests and activities, tend to present psychomotor limitations that impact daily life. The almost inexistence of valid instruments for specific groups justifies the pertinence of this study which goal was to design and analyze the metric properties of a Portuguese Psychomotor and Behavioral Profile Scale for children with ADS. (147 items). Content validity (CV) was confirmed, based on 10 experts' opinion, with most of CVIndexes higher than .78, Cohen Kappa (>.65) and a strong experts agreement (>.52). Reliability was confirmed examining both internal consistency (.74^{lateralization}>α<.99^{space-time}), and temporal stability (r>.98). At construct validity, domains presented moderate to strong correlations (.48>r<.98) and the exploratory factorial analysis pointed out the psychomotor construct' multidimensionality. Although the scale seems to be valid and reliable, some cautions should be considered in data interpretation and a confirmatory factorial analysis is recommended.</p> <p>1. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Washington, DC: Author</p> <p>2. Son, J. (2018). Back translation as a documentation tool. <i>International Journal for Translation & Interpreting Research</i>, 10(2), 89-100. https://doi.org/10.12807/ti.110202.2018</p> <p>3. Yusoff, M. (2019). ABC of content validation and content validity index calculation. <i>Education in Medicine Journal</i>, 11(2): 49–54. https://doi.org/10.21315/eimj2019.11.2.6</p>
	<p>11:30 - 12:00</p> <p>Le Trouble Développementale de la Coordination: Diagnostic et Recommendations</p> <p>GEBRAEL MATTA, Gemma</p> <p>Université Saint Joseph de Beyrouth, Liban</p> <p>Le Trouble Développementale de la Coordination (TDC), dont l'étude a connu une augmentation rapide ces dernières années est un trouble neuro-développemental qui se traduit par une altération significative des habiletés motrices coordonnées. Sa prévalence est variable selon les études avec des estimations allant de 2 à 20 % et son repérage constitue un enjeu majeur de santé publique du fait de son impact sur la vie quotidienne, scolaire et professionnelle de la personne ainsi que sur sa santé physique et mentale (APA, 2015). Ainsi l'étude de la prévalence de ce trouble et de ses manifestations mérite d'être explorée.</p> <p>Cette présentation vise ainsi à exposer la démarche diagnostique selon les recommandations des experts internationaux (Blank et al., 2019 ; Inserm, 2019) pour la confirmation de ce trouble psychomoteur et met l'accent sur l'intérêt de l'utilisation d'outils validés culturellement dans ce processus.</p> <p>Des recommandations basées sur les preuves de la recherche seront formulées à trois niveaux, à savoir, la personne et la famille, l'école et les soignants ainsi que le secteur gouvernemental. Elles visent à soutenir la qualité de vie des personnes avec TDC.</p>
	<p>12:00 - 12:30</p> <p>Eficacia de las Intervenciones de Terapia Psicomotriz en ansiedad y estrés laboral (Efficacy of Psychomotor therapy Interventions on Anxiety and workrelated Stress E.P.I.A.S) en el personal de Salud del Hospital de Clínicas. Facultad de Medicina. Universidad de la República (Uruguay)</p> <p>MILA, Juan¹; RAVAZZANI, Sandra¹; SIENRRA, Mireia²; BECH-CHRISTIANSEN, anders²</p> <p>¹Departamento de Psicomotricidad Universidad de la República Montevideo Uruguay, Uruguay; ²Psychomotor Education, Dept. of Health, University College Copenhagen (UCC), Denmark</p> <p>La investigación se propone evaluar la eficacia de las Intervenciones Psicomotrices Terapéuticas con personal de salud en situación de ansiedad y estrés laboral. En función de los objetivos de este estudio, el enfoque metodológico de la investigación es el de un estudio de observación longitudinal con mediciones previo a la intervención y post-intervención. Para la selección de las personas participantes se realizó una convocatoria a personal de enfermería del Hospital de Clínicas que se considere en situación de estrés laboral y se encuentre en desempeño de sus funciones. Quedan excluidas de este estudio aquellas personas que se encuentren en situación de certificación médica. El tamaño de la muestra es de 133 personas que son sorteadas de entre la totalidad de las personas inscriptas. Se realizan sesiones de Psicomotricidad Terapéutica de una hora de duración en sub-grupos de 14/15 participantes, durante 12 semanas (frecuencia 1 vez por semana). La evaluación de la eficacia de las intervenciones psicomotrices terapéuticas se realiza a partir de pruebas estandarizadas y a estandarizar, para la población en cuestión: -</p>
	<p>12:30 - 13:00</p> <p>Lo psicomotricista di fronte all'irreversibilità storica dell'uomo e della società</p> <p>BOSCAINI, Franco^{1,2}</p> <p>¹Italian Studies and Research Center for Psychology and Psychomotricity, Ciserpp, Italia; ²OIPR, vice president</p> <p>Ripensare la Psicomotricità deve costituire una costante per lo psicomotricista per delineare modelli scientifici coerenti con l'evoluzione del concetto di persona e del sapere. In tal senso, la Psicomotricità esiste da sempre, prima potenziale e oggi effettiva scienza e</p>

	<p>professione.</p> <p>Esisterebbe senza i suoi autori e ricercatori, e senza i suoi attori, psicomotricisti e pazienti? Tutti interessati a ricostruire di continuo concetti, conoscenze e pratiche e, escludendone la verità assoluta, disponibili al cambiamento (Canguilhem, 1968; Dumez, 2013)). Il progresso della Psicomotricità è caratterizzato dall'irreversibilità. Scienza umana pluridisciplinare, finalizzata a salvaguardare l'equilibrio psicomotorio della persona, deve evolvere assieme all'uomo e al progresso delle scienze. Ciò richiede una revisione costante dei bisogni individuali e sociali, del concetto di salute, benessere e cura, nonché degli strumenti di valutazione e di intervento rispetto alle altre scienze e professioni. Una lettura che richiede alla Psicomotricità di riconoscersi come metadisciplina (Boscaini, 2023). Oggi lo psicomotricista si deve proporre come professione della salute per tutti, con nuove caratteristiche: flessibilità, polivalenza, multidimensionalità e sociabilità della professione dimostrando conoscenze e competenze operative e relazionali. In una società sempre in cambiamento il suo futuro, quindi, sta nell'autonomia professionale.</p>
13:00	<p>PA: POSTER ABSTRACTS</p> <p>Luogo, sala: Loggiato della Gran Guardia</p> <p>Il loggiato della Gran Guardia è riservato alla sessione poster, dove i ricercatori presentano un poster cartaceo che illustra i metodi e i risultati della loro ricerca o di un loro progetto. Gli autori presenti rispondono alle domande poste dai colleghi interessati nei seguenti orari: Giovedì 4 maggio dalle 16:40 alle 17:00 Venerdì 5 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Sabato 6 maggio dalle 10:30 alle 11:00 e dalle 16:00 alle 16:30 Domenica 7 maggio dalle 10:30 alle 11:00</p>
	<p>Ora ti vedo; trattamento psicomotorio nei disturbi dello spettro autistico: presentazione di due casi clinici.</p> <p>LOTTI, Martina¹; DELAINI, Cristina²</p> <p>¹Il Filo Rosso Studio, Italia; ²Studio Fredel, Italia</p> <p>L'intervento psicomotorio rappresenta uno degli approcci per eccellenza nel trattamento dei disturbi dello spettro autistico in quanto, partendo da un'attenta analisi delle differenze individuali, supporta il bambino nella sua crescita emotivo-funzionale, ponendo il corpo e la dimensione relazionale al centro dell'intervento.</p> <p>Vengono di seguito presentati due percorsi di valutazione e trattamento psicomotorio, di due bambini ASD di 4,9 anni, all'interno di un'equipe multidisciplinare, della durata rispettiva di 19 e di 27 mesi. Cuore dell'intervento è il coinvolgimento attivo della famiglia all'interno del processo terapeutico ed il ruolo delle relazioni affettive significative come motore di ogni apprendimento.</p> <p>Da questo intervento emergono significativi miglioramenti nella sfera dell'autoregolazione, attenzione condivisa, coinvolgimento e comunicazione a due vie, sia nel bambino che nel caregiver (mamma), testati attraverso l'utilizzo della FEAS (De Gangi G., & Greenspan S.I, 2001) e confermati dai follow-up neuropsichiatrici.</p>
	<p>Evolution du profil sensoriel dans la dépression : présentation de l'étude DEPSENS</p> <p>PAQUET, Aude^{1,2,3}</p> <p>¹Unité de Recherche et d'Innovation, Centre Hospitalier Esquirol, 87000 Limoges, France; ²INSERM, Université Limoges, CHU Limoges, UMR 1094, Institut d'Epidémiologie et de Neurologie Tropicale, GEIST, 87000 Limoges, France; ³Centre de Recherche en Epidémiologie et Santé des Populations, U 1018 INSERM, Université Paris-Saclay, UVSQ, Villejuif, France</p> <p>La perception de l'environnement à travers l'étude de la sensorialité est importante pour la compréhension des comportements adaptatifs ou symptomatologiques. Des troubles du traitement de l'information sensorielles ont été décrits chez des personnes ayant un épisode dépressif caractérisé (EDC) (Engel-Yeger et al., 2018; Paquet et al., 2022). Toutefois, l'évolution du profil sensoriel dans le temps n'est pas connue dans la dépression. L'objectif de l'étude DEPSENS est d'évaluer le profil sensoriel de 35 patients hospitalisés pour un EDC dans les 10 premiers jours d'hospitalisation et à 3 mois. Les symptômes cliniques de la dépression (ralentissement psychomoteur, anxiété, anhédonie, estime de soi) ainsi que les stratégies de coping sont évalués à partir d'échelles cliniques.</p> <p>Le protocole incluant la méthodologie, les perspectives cliniques et les retombées attendues seront présentés.</p> <p>L'étude du profil sensoriel, c'est-à-dire la détermination des seuils de réactivité neurologiques à des stimuli environnementaux quotidiens, se développe en santé mentale dans la mesure où ces facteurs représentent des pistes thérapeutiques d'intervention alternative non médicamenteuses.</p>
	<p>L'effetto della psicomotricità relazionale sulla regolazione emotiva nei soggetti affetti da Disturbo della nutrizione e dell'alimentazione.</p> <p>FRAMARIN, Cristina; MELIS, Yuri</p> <p>Villa Miralago, Centro per la cura dei Disturbi del Comportamento Alimentare, Italia</p> <p>I disturbi dell'alimentazione (DAN) sono le patologie psichiatriche con la maggiore comorbidità e con il più alto tasso di morte correlata. Questo studio si è posto l'obiettivo di misurare gli effetti della psicomotricità relazionale sulla capacità della regolazione emotiva e delle emozioni positive e negative in un campione di soggetti ricoverati. Il campione è composto da N=82 soggetti di sesso femminile affette da DAN. Sono stati somministrati i seguenti test psicometrici pre e post della N=1 seduta: Positive and Negative Affect Schedule positive (PANAS) strumento per l'assessment degli affetti positivi e negativi; Difficulties in Emotion Regulation Scale (DERS) per la capacità della regolazione delle emozioni di natura negativa. I risultati hanno mostrato differenze tra il pre e post attività, statisticamente significative (p<0.05) nel T-test a campioni accoppiati nello scoring delle sei sotto scale del DERS e una diminuzione degli affetti negativi (PANAS-NA). Sia nel gruppo generale (DAN) che nei sottogruppi (AN, BN, DAN). Questi dati ci suggeriscono quanto la psicomotricità possa essere uno strumento efficace nella riabilitazione emotiva e cognitiva dei soggetti affetti da DAN.</p>
	<p>"Je suis en crise " la thérapie psychomotrice pour retrouver sens à la vie</p> <p>SACHETTO, Sandra; BOREL, Marie Claire; DEMEURE, Delphine; LEDERER, Wendy; KANFOU BASTARD, Maud; RUSTENHOLZ, Manon</p> <p>HUG, Suisse</p> <p>« Je suis en crise » tels sont les maux que nous montrant à voir à travers leurs corps les patients que nous rencontrons.</p> <p>« Je suis en crise » comme l'expression corporelle, somatisée, agie, d'une souffrance psychique aigue souvent difficilement mise en mots.</p> <p>Crise déclenchée par la rencontre de facteurs externes et de vulnérabilités internes qui amène les patients à reconsidérer leur vie et à lui redonner sens</p> <p>Ce poster a pour but de montrer comment la TPM vient offrir aux patients à la fois un espace d'apaisement et de réappropriation du corps pour que celui-ci puisse re/devenir une ressource pour surmonter la crise.</p> <p>En effet, par un travail sur les sens/sensations/mise en sens visant la restauration de l'unité psychocorporelle, la TPM va permettre aux patients en crise d'identifier leurs besoins, leurs vulnérabilités et leurs limites.</p> <p>En retrouvant une meilleure conscience d'eux même, de leur identité, les patients retrouvent alors le pouvoir de redonner sens à leur vie.</p>
	<p>Shaping connections in times of social distance through the use of digital tools in arts therapies</p> <p>JANS, Nathalie^{1,4}; HAHEYEN, Suzanne^{1,2,3}; KOLIJIN, Joep¹</p> <p>¹HAN University of Applied Sciences, Special Research Group Arts & Psychomotor Therapies / Master of Arts Therapies, PO Box 6960, 6503 GL Nijmegen, The Netherlands; ²GGNet, Centre for Mental Health, Scelta, Expert Centre for Personality Disorders Apeldoorn, PO Box 2003, 7230 GC, Warnsveld, The Netherlands; ³KenVaK, Research Centre for the Arts Therapies, PO Box 550, 6400 AN, Heerlen, The Netherlands; ⁴Karakter Child Psychiatry, Research Group, 6525CG Nijmegen, The Netherlands</p> <p>Virtual Reality (VR) seems to offer a significant potential regarding applying the experiential properties of arts and psychomotor therapies in online healthcare provision. These therapies use bodily experiences, expressive/artistic media, materials, movement, music and (role)play. We developed and built the Virtual Health Experience (VRhExp), a full body multiplayer VR space for arts and psychomotor therapy, which enable online provision of arts and psychomotor therapies. The Action Research concerned co-creation with arts and psychomotor therapists, students Experience Design and VR-developers. It comprised of five cycles fitting the Lean Start up Method. We rebuilt the initial multiplayer full body VR application. The arts and psychomotor therapists' knowledge and skills in using VRhExp was enhanced using online training. Workshops ensured that arts and psychomotor therapists became familiar with VRhExp. A formulated roadmap with the prerequisites for the implementation of VRhExp in clinical practice. The VRhExp is a promising tool for the continuity of care provision by arts and psychomotor therapists to patients with psychological disorders.</p>

Psicomotricidade IE!: Psychomotor intervention program with preschool children**FRAZÃO, Adriana¹; SANTOS, Sofia^{2,4}; SIMÕES, Celeste^{3,4}; LEBRE, Paula^{1,4}**¹Instituto de Etnomusicologia - Centro de Estudos em Música e Dança (INET-md), Polo da Faculdade de Motricidade Humana;²UIDEF – Instituto da Educação, Faculdade de Motricidade Humana - Universidade de Lisboa; ³ISAMB, Instituto de Saúde Ambiental, Universidade de Lisboa; ⁴Faculdade de Motricidade Humana - Universidade de Lisboa

The Psicomotricidade IE! - Psychomotor intervention program with preschool children, within the scope of a doctoral thesis on health education, aims to promote the social inclusion in preschool. This study with a quasi-experimental design will be presented as a poster, and aims to fill the gap in the evaluation of the effectiveness of psychomotor intervention programmes. This programme consists of 12 sessions focused on the development of motor and socio-emotional skills in all children aged 3 to 6 years old. Its main objectives are: 1) to develop motor and socio-emotional skills in children, through body and movement-based activities; 2) to support parents and educators to promote these skills in different contexts through psychomotor therapist approach in kindergartens and program guidance manuals. It provides specific adaptations and guidelines that promote the inclusion of children with communication and relationship difficulties. The implementation and evaluation of the program aim to assess the effects of the program in the development of children with and without autism spectrum disorder, and expects to identify good practices for social inclusion in the preschool context.

First Flights – a game that promotes child development through psychomotricity**LOPES, Ana; CORREIA, Mafalda; GONÇALVES, Sofia; SILVA, Teresa**

USAM

Literature shows a substantial relationship between motor and cognitive skills, in general, and executive functions, in particular (Maurer & Roebbers, 2019).

Psychomotricity is a foundation in child development, a science that unites the body in movement and mental activity, admitting a translation that relates movement with its intentionality (Mota et al, 2020).

Psychomotor activity facilitates the use of the body, as pervading the real, going beyond it and interacting with the body that moves. It is this transcendence that turns the body not only toward itself for physical improvement, but rather searching for a symbolic space in which the expression of the mind by movement turns evident (Cardoso & Lima, 2019).

First Flights is a psychomotor board game, designed to stimulate gross motor, fine motor, verbal and nonverbal cognition, math skills and executive functions, in children between 4 and 6 years old. To complete it, the child must go through 15 tasks, designed to stimulate those areas, each scored on a 3-level kind of success. Areas were chosen for its importance as academic prerequisites, being a preventive tool to children with a normative development or remediative for those with developmental fragilities, with task adaptations, if needed.

OTO, A compressive armchair to perform deep pressure therapy in children with ASD: a user-centered design**VACHAUD, Amandine**

EXACT- Centre d'Excellence TND - CHU TOURS, France

Deep Pressure Therapy (DPT) is widely used in Autism Spectrum Disorder (ASD), which affects 1% of the population. The evidence of its efficacy is too limited. We wanted to improve the design, acceptability, and usability of current techniques design.

Alexia Audrain developed an armchair with 4 different cells, controlled by an Arduino card. They can be inflated to induce tailored pressure on the body. The pressure is recorded electronically, and can be limited with a maximum threshold tailored for each individual with an electronic tablet.

The device was used weekly for 6 months (n = 26 patients) for 5-20 min sessions each, a total of more than 24 hours. The armchair is less stigmatizing and less bulky than the original hug machine.

Fine Motor Skills Intervention Program**GARCIA, Lúcia²; GONÇALVES, Sofia¹**¹Clinica Gerações; ²Salpicosemovimento

Childhood is a critical period for cognitive and fine motor skill development (Mahmoud et al, 2021). Motor skills play a crucial role in perception, cognition, and daily activities such as learning, playing, and self-care. For example, there is a strong correlation between fine motor skills and writing development (Martínez et al, 2020).

Despite the importance of fine motor skills, research shows a significant proportion of young children with delays or at risk of delays (Strooband et al, 2020). Early intervention can greatly improve fine motor skills, and increased stimulation leads to even better results. However, gross motor skill programs have limited transfer to fine motor skills and require specific training (Tortella et al, 2016). Effective methods include active play, manual activities, and specific fine motor skill programs. These programs have moderate effects on fine motor, visual motor and manual dexterity (Strooband et al, 2020).

Our proposed program targets 0-5 year-olds and includes play-based activities with home-made or home-present materials, routine-based activities, and movement-based activities. Adopting these methods early and with specific intent will yield the best results.

La boîte à grandir, un projet de prévention psychomotrice pour soutenir le développement psychomoteur des enfants.**NEGRE, Leyla**

La boîte à grandir, France

La boîte à grandir est un projet qui a vu le jour face au constat d'un nombre croissant de demandes et de besoins d'accompagnements parentaux de proximité. Dans le cadre de mon activité libérale, je réponds très souvent à des questions sur le choix des jeux à proposer pour accompagner et stimuler le développement psychomoteur de l'enfant au quotidien. Par ailleurs l'augmentation croissante des diagnostics de TND nécessite un soutien.

Les parents ont accès aujourd'hui à de très nombreux supports sans être pour autant accompagnés. La variété des supports peut également perdre les familles.

La boîte à grandir propose des supports de jeux français et européens exclusivement, assemblés dans une boîte, accompagnés de fiches théoriques sur le développement psychomoteur et ses grandes étapes. Ces boîtes sont à destination des parents et de leurs enfants de la naissance à 6 ans. Elles ont été pensées pour proposer des boîtes par thématiques psychomotrices. L'un des objectifs est également de rendre les parents pleinement acteurs du développement de leurs enfants.

Il s'agit donc d'un moyen de prévention primaire pour soutenir les grandes étapes du développement psychomoteur de l'enfant.

Aquatic interventions to improve motor and social functioning in children with ASD**HOOFT, Patty**

Windsheim university of applied scienc, Netherlands, The

Children with Autism Spectrum Disorders (ASD) show a high risk of developing difficulties in motor skills. Therefore, their participation in physical and social activities is complicated and limited. Aquatic activities seem to be a promising intervention to improve motor and social skills. 18 articles were reviewed, gathered from six different databases, for evidence. Of these studies, 17 examined the effect of an aquatic intervention on motor skills, and 8 eight of them examined also social skills. One study examined only the effect on social skills. The total number of children in these studies was 430 of which 394 were children with ASD. All studies mentioned improvement in motor skills after the intervention, but not all studies had groups to compare, which makes the effects less reliable. De effects on social skills were contradicting each other. But interventions specifically aimed at improving social interaction gathered the best results. Aquatic interventions have the potential for improving motor and social skills but further high-quality research is needed before generalizing the positive effects is possible.

I am in control of myself again; living with acquired brain injury.**DHONDT, Marit**

Helimare, Netherlands, The

This poster shows results of Hersenz; a community-based treatment program for people with acquired brain injury (ABI) in the chronic phase.

Introduction

Aim of this study was to investigate the "added value" of psychomotor therapy in the Hersenz interprofessional treatment program for people with ABI in terms of body awareness and vitality.

Method:

A pre-post study was done using

the Multidimensional Assessment of Interoceptive Awareness (MAIA; Mehling, et al., 2012) and the Checklist Individual Strength (CIS; Vercoelen et al., 1994) as outcome measures at the start and end of the program and between the three modules.

Results:

Data from patients (n= 13 to 84) was compared with data from a non-clinical community sample (n=804). At the start of the program, patients were found to show less body awareness and low vitality compared to controls. After the first module body awareness increased but vitality did not change. No differences were found for men and women but the amount of changes differed with age and type and location of the injury.

Conclusion:

More research is needed to understand the importance of body awareness as part of treatment in people with chronic phase ABI.

Psicomotricità e Dipendenze Patologiche

CUTAIA, Emanuela Adele; GULINO, Carmelina; LAMARTINA, Claudia

Associazione Casa Famiglia Rosetta, Italia

Casa Rosetta impiega da decenni la Psicomotricità, riconoscendone il ruolo fondamentale nello sviluppo armonico della persona in tutte le fasi della vita e in vari contesti educativi e terapeutici, come la riabilitazione delle persone con Disturbi da Uso di Sostanze (DUS). In questo lavoro è presentato un progetto pilota su intervento psicomotorio in persone con DUS in trattamento residenziale in Comunità Terapeutica. Riferimento teorico Il progetto fa riferimento all'approccio tonico-emozionale e alla pedagogia e psicologia del cambiamento. Obiettivo. Sarà valutata la risposta (compliance terapeutica, tempi di recupero) a interventi di psicomotricità in persone con DUS in trattamento residenziale. Metodologia. Attività psicomotoria, mediazione corporea e pratiche di rappresentazione creativa; valutazione bilancio psicomotorio; valutazione psicologica (ENB2, EQ-i, STAI-Y, PAI). Risultati attesi. Consapevolezza corporea aumentata; compliance e tempi di recupero migliorati. Conclusione La terapia psicomotoria è una possibile risposta di aiuto a supporto del trattamento delle persone con DUS, nell'ottica di migliorare la comunicazione e la relazione con se stessi e con gli altri.

Psychomotricité en libéral : une prise en charge globale, concertée et longitudinale de la famille

VEILLITH D'AUBAREDE, Véronique

Cabinet libéral, France

A la création de mon cabinet en 1997, nous étions 15 dans le Rhone, aujourd'hui quasiment 200 psychomotriciens exercent. Pionnière de cet exercice, j'y ai façonné des pratiques rigoureuses pour s'adapter aux contraintes individuelles et financières, chronophages et pluridisciplinaires. Mon dernier cabinet accueillait 120 patients/semaine de l'individuel au groupe. L'accompagnement tout particulier des parents, durait 5 à 10 ans.

En direct avec la souffrance des familles, l'attente scolaire et l'urgence des soins (médical, orthophonistes, etc.), le temps presse. Comment concilier cette pression, le budget, la disponibilité et la fatigabilité des familles ?

Pour cela, j'ai élaboré des suivis brefs (12 séances) mais récurrents. En alliant d'une part, la relation et l'exploration psychocorporelle, avec d'autre part la mobilisation des fonctions exécutives sous-jacentes (ROSARIO RUEDA, PAZ-ALONSO, 2013) par une approche novatrice (plateau oscillo-vibrant (ANSELM, FUERMAIER, ...2014), la métacognition (LACHAUX, 2018), des jeux de rôles sociocognitifs (LANDRY, 2020), des situations-problèmes et des défis psychomoteurs. Associe à une active participation des parents, j'obtiens rapidement une disponibilité psychique et psycho-affective, pour les soins plus instrumentaux et les apprentissages.

Psicomotricità e cicli della vita: autonomia e dipendenza.

PELLEGRINI, Celeste

IPSE SRL, Italia

La psicomotricità dei cicli di vita si interessa dei processi inerenti allo sviluppo e la maturazione delle funzioni psicomotorie necessarie per l'interazione sociale, quindi quei fattori attraverso cui si realizza la crescita e lo sviluppo del bambino prima, della persona poi, e quindi dell'anziano.

Interessandosi della persona nella sua globalità, la psicomotricità riconosce il ruolo del corpo come via primaria per esprimere i propri bisogni, anche in situazioni di fatica, come nel caso delle dipendenze dalle nuove forme di tecnologia e dai disturbi del comportamento alimentare.

La necessità di comprendere tali bisogni ha per la psicomotricità lo scopo di dare risposte efficaci in vista di un maggior benessere e una maggiore autonomia ed equilibrio, attraverso anche la funzione dell'autoregolazione.

Fare ricerca in psicomotricità è approfondire e comprendere sempre di più i vissuti e le dinamiche umane, allo scopo di tutelare il rapporto del singolo con sé stesso, gli altri e la realtà circostante.

Rugo M.A., Minazzi E. (2015) "Uno per tutti, uno per uno.", Milano, Franco Angeli.

Madera, M.R., Pellegrini, C. (a cura) (2019), "Le buone pratiche in psicomotricità", Varese, Macchione Editore.

Madera, M.R., (2022), "L'arte del gesto e del movimento in psicomotricità", Roma, Armando Editore.

Sport for All and the Environment

JONÁŠOVÁ, Daniela^{1,2}

¹CZ ASSOCIATION SPORT FOR ALL, Czech Republic; ²EFP Delegate for Czech Republic

The idea of the "Sport for All and the Environment" (SforAE) project is raising an awareness about the benefits of implementing ecological behavior in sport for all. Its aim is an environmental education through sport and sport promotion in safe and clean environment. The principal is to share the message that physical activity keeps mankind in a good and healthy shape and extends the individuals lives. When saving the natural resources is key to keep the environment beautiful and in a good condition for the next generations. This parallelism is the base for the SforAE Project. The SforAE Project includes partners from 4 Central and Eastern Europe countries (Czech Republic, Latvia, Poland and Slovakia). This is development of previous edition of SforAE Project.

Psychomotricity in Greece: past, present and future

SYPSA, Christina¹; **TROULI, Kalliopi**²; **ZARAGAS, Harilaos**³

¹Psychomotor Athens, Greece; ²University of Crete, Department of Preschool Education, Greece; ³University of Ioannina, Department of Early Childhood Education, Greece

Psychomotricity (PM) appears officially for the first time in Greece in the kindergarten analytical programs in 1980 (Analytical program of kindergarten, 1980; 1989; Riga, 2008; Doliopoulou, 2003; Trouli, 2004). Currently, PM is taught as an academic course in pedagogical departments, which mainly train pre-school teachers and physical educators. The purpose of this poster is to study the evolution of PM in Greece, from its origin until today, and to outline the current situation (e.g., identify professionals who use it, knowledge they have about the field, target groups and implementation context). The methodology used for this study is a questionnaire created in google forms, which was spread in several groups and associations of education and health professionals. Until now, the sample gathered is 48 professionals, from 31 to 50 years old, coming from various fields, with bachelor to doctoral level of studies. Also, qualitative results have been obtained about the positive effects of PM in the motor, cognitive and social-affective domain of children's personality. These first results have shown that Greek PM is in a state of progress, with different professionals to use it and to search for a more complete training and approach of the field.

