

SERENELLA BESIO
CURRICULUM VITAE

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1. SYNOPSIS

1.1. MAIN PROFESSIONAL ROLES AT THE UNIVERSITY

FULL PROFESSOR in Special Pedagogy (in Italy: Scientific Sector M-PED/03, Pedagogia Speciale e Didattica Speciale) at the Università degli Studi di **Bergamo**, from October 2017.

FULL PROFESSOR in Special Pedagogy (in Italy: Scientific Sector M-PED/03, Pedagogia Speciale e Didattica Speciale) at the Università della **Valle d'Aosta** – Université de la Vallée d'Aoste, from March 2014; ASSOCIATE PROFESSOR in the same Scientific Sector from 2006; RESEARCHER from May 2004.

MEMBER OF THE NATIONAL COMMISSION FOR SCIENTIFIC ACADEMIC QUALIFICATION from November 2017 to September 2018.

HEAD OF THE DEPARTMENT OF SOCIAL AND HUMAN SCIENCES at the Università della Valle d'Aosta from April 2012 to September 2017.

MEMBER OF THE ACADEMIC SENATE of the Università della Valle d'Aosta (2012-2017).

DEAN'S DELEGATE AT THE UNIVERSITÀ DELLA VALLE D'AOSTA for students with disabilities and specific learning difficulties since 2004.

DIRECTOR FROM 2004 TO 2017 of the Specialisation Training Courses for support teachers at the Università della Valle d'Aosta.

DIRECTOR FROM 2018 of the Specialisation Training Courses for support teachers at the Università degli Studi di Bergamo.

MEMBER OF THE DOCTORATE BOARD («Quality of Education, Knowledge Development, Science of Differences») at the Università degli Studi di **Firenze**, 2008-2017.

MEMBER OF THE DOCTORATE BOARD («Education, Work, Person») at the Università degli Studi di **Bergamo**, 2017 until now.

MEMBER OF THE CNUDD, National Conference of Dean's Delegates for Disability, 2005-2017.

1.2. PROFESSIONAL ACTIVITIES BEFORE THE UNIVERSITY

CLINICAL PSYCHOLOGIST AND RESEARCHER (1996-2004) at the SIVA (Information and Evaluation Centre) of the "Don Gnocchi" Foundation in Milano; clinical activity in the field of Assistive Technologies addressed to persons with disabilities, their families and professionals in the field. Related research activities.

RESEARCH FELLOWSHIPS (1988-1997) at the Institute for Educational Technologies (National Research Council) in Genova; her research concerned mainly the evaluation and classification of educational software in the fields of disability and psychology, particularly the aspects related to the software accessibility.

SPEECH THERAPIST (1978-1988) at the Rehabilitation Centre AIAS in Savona addressed mainly to children with cerebral palsy. She has been co-ordinator of the therapists' working group (1986-1987).

1.3. CURRICULUM STUDII

BACHELOR'S DEGREE IN SPEECH THERAPY (1979), Università degli Studi di Genova.

BACHELOR'S DEGREE and MASTER'S DEGREE IN PSYCHOLOGY (1987), Università degli Studi di Padova.

MEMBER OF THE REGISTER OF PSYCHOLOGISTS, Liguria Region (n. 447).

1.4. MAIN PROFESSIONAL ROLES IN OTHER INSTITUTIONS (ITALY)

MEMBER OF THE TECHNICAL GROUP at the Italian Ministry of Education and Research for the «Progetto ICF. Dal modello ICF dell'OMS alla progettazione per l'inclusione (From the WHO's ICF Model to the planning of inclusion)», 2010.

MEMBER OF THE TECHNICAL-SCIENTIFIC COMMITTEE at the Italian Ministry of Education and Research for the monitoring of the Project “New Technologies and Disability”, 2005-2006.

MEMBER OF THE TECHNICAL GROUP at the Italian Ministry of Education and Research for the National Training Program addressed to teachers in the field of disability (Project “I CARE” - Imparare Comunicare Agire in una Rete Educativa), 2007.

MEMBER OF THE TECHNICAL GROUP at the Italian Ministry of Education and Research for the monitoring of the Project “New Technologies and Disability”, 2007.

MEMBER OF THE TECHNICAL BOARD at the Italian Ministry of Education and Research for the Action 6 of the Project “New Technologies and Disability”, with the duty of evaluation the projects proposed by the Italian schools.

MEMBER OF THE TECHNICAL BOARD at the Italian Ministry of Education and Research for the evaluation of the research projects related to the Program “ICF in the schools”, 2010.

1.5. MAIN PROFESSIONAL ROLES IN OTHER INSTITUTIONS (ABROAD)

PORTUGUESE MINISTRY OF EDUCATION, BASIC EDUCATION SECTOR. Horizon Program of the European Community, Lisbon (Portugal), 7-11 February 1994. Head of programming and teacher of the Training Course for Rehabilitation Technicians, Teachers and Handynet Technicians entitled *Software educativo na educação especial e reabilitação*.

PROJECT HELIOS, EUROPEAN COMMISSION, Belluno, 28 June-2 July 1995. Lessons *Interpersonal Communication and access to information via network e Visiting the global village: navigation, methods and encounters*, «International Training Course for Handynet Users».

CNRH (*Comité National Français pour la Réadaptation des Handicapés*) and PROJECT HELIOS OF THE EUROPEAN COMMISSION, Paris (France), 2-6 December 1995. Italian representative at the Seminar «Les personnes handicapées et les media», with the presentation *The disability on the Italian television*.

AAATE (*Association for the Advancement of Assistive Technology in Europe*), Düsseldorf (Germany), 31 October - 4 November 1999. Pre-Conference Instructional Course «Assistive Technology Education for End-Users. Methods and Experiences», organized by SIVA, Milano, and by Danish Centre, Copenhagen (Denmark). Responsible for the two Sections *The Guidelines at Work e End-Users Education at Work: Case Studies and Analysis of Existing Experiences*.

Mobility International, Strasbourg (France), 23-28 August 1999. EXPERT MEMBER of the «Youth Seminar on Disability and the Media», with two presentatons *Images of Disability in the media: the situation of Italy* and *Working with the media: techniques for interviewing*.

NIDRR (*National Institute for Research on Disability and Rehabilitation*, Washington, USA), August 2000. Invited speaker at the Expert Panesl *How Governments Fund Research & Development in Rehabilitation*.

UNESCO *Institute for Information Technologies in Education (IITE)*, Moscow (Russian Federation), 12-13 April 2002. EXPERT MEMBER of the International Meeting «Information and Communication Technologies (ICTs) in Special Education». The Meeting started the International Project «ICTs in Education for People with Special Needs».

UNESCO *Institute for Information Technologies in Education (IITE)*, Moscow (Russian Federation), 6 November 2002. EXPERT MEMBER at the International Round Table entitled «International Experience of ICT usage in Education», within the International Congress ITE – 2002.

UNESCO *Institute for Information Technologies in Education (IITE)*, Milan 10-12 October 2002. EXPERT MEMBER at the International Meeting «Information and Communication Technologies (ICTs) in Special Education», organized by the International Project «ICTs in Education for People with Special Needs».

UNESCO *Institute for Information Technologies in Education (IITE)*, Yerevan (Armenia), 2006. EXPERT MEMBER at the Seminar «ICT in Education for Special Needs», 26-29 September.

Culture Division of the Education, Culture and Sport Department of the Canton Ticino (Switzerland) and FIPPD (Fondazione Informatica per la Promozione della Persona Disabile), Lugano, November 2007. PRESIDENT OF THE SCIENTIFIC COMMISSION for the «Evaluation of the Activity of Planning and Development of the “Centro Informatica Disabilità (CID, Lugano) of Technical Aids for persons with disabilities».

European Agency for Special Needs Education, Bruxelles (Belgium). NATIONAL EXPERT MEMBER for the Project IIECP «Inclusive Education and Classroom Practice», 2007 and 2008.

MEMBER OF THE INTERNATIONAL ADVISORY BOARD of the research project «MST- Matching Student & Technology», led by the Institute for Matching Person and Technology, New York, USA.

MEMBER OF THE SCIENTIFIC COMMITTEE of the AAATE (Association for the Advancement of Assistive Technology in Europe) Congress 2005, Lille (Francia), 6-9 September 2005.

MEMBER OF THE SCIENTIFIC COMMITTEE of the AAATE (Association for the Advancement of Assistive Technology in Europe) Congress 2011, Maastricht (Olanda), 31 agosto – 2 settembre.

MEMBER OF THE SCIENTIFIC COMMITTEE of the AAATE (Association for the Advancement of Assistive Technology in Europe) Congress 2013, Vilamoura (Portugal), 19-22 September.

MEMBER OF THE EDITORIAL BOARD of the Journal «Developmental Neuro-rehabilitation».

MEMBER OF THE EDITORIAL BOARD of the Journal «Technology and Disability».

EVALUATOR AND RAPPORTEUR for the Program HORIZON 2020 for the Calls ICT25 and ICT26 (social robotics). May-June 2016.

EVALUATOR AND RAPPORTEUR for the Program HORIZON 2020 for the Calls ICT23, ICT25 and ICT26 (social robotics). June-July 2017.

1.6. DIDACTIC ACTIVITIES

The training and didactic activity has developed along the various professional roles, in strict relationship with the research fields. The focus of the whole didactic activity has been devoted to all its possible declination, the SOCIAL INCLUSION OF PERSONS WITH DISABILITIES at any age and the CHANGES IN ENVIRONMENTAL FACTORS THAT CAN SUPPORT its accomplishment, with specific reference to technologies, professionals' competences, self-determination processes.

Within the University, teaching activities are more traditionally related to the curricula of the Courses, and include Special Pedagogy, Special Didactics, Project and Planning in the field of Humanities; on the contrary, in the case of training activities addressed to wider audiences, the main topics covered are: ASSISTIVE TECHNOLOGIES; EDUCATIONAL TECHNOLOGIES, PLAY AND CHILDREN WITH DISABILITIES, THE ICF MODEL FOR PLANNING INCLUSION IN SCHOOLS AND IN LIFE, TECHNOLOGIES AND SELF-DETERMINATION FOR PERSONS WITH DISABILITIES.

Supervision of PhD thesis have been coherently located in the same fields, particularly related to *robotics and disability, development of online platforms for using ICF for inclusion, self-determination for persons with disabilities at work.*

1.7. KEY ROLES IN INTERNATIONAL RESEARCH PROJECTS

YOUNG RESEARCHER in training activities related to the European Program HELIOS (1995).

SENIOR RESEARCHER in EUSTAT (Empowering USers Through Assistive Technology) [Project DE 3402 of the European Commission, DG XIII, 1997/1999].

PRINCIPAL INVESTIGATOR, coordinator of the Research Unit established at the University of Valle d'Aosta within IROMEC (Interactive RObotic social MEDIators as Companions) RIF. FP6-2005-IST-5 Specific targeted research project-IROMEC [6th Framework Programme, 2007/2009].

EXPERT MEMBER at the UNESCO Institute for Information Technology in Europe (IITE) in Moscow (Russian Federation) for Training Activities and development of Training Guidelines in more occasions, including a Training Course in Yerevan (Armenia), 2005/2006.

CHAIR of the European COST Action "LUDI – Play for Children with Disabilities" (www.cost.eu/TD1309), involving more than 100 researchers and practitioners in the field of disability .

1.8. AFFILIATIONS

She is member of the following associations.

- Association for the Advancement of Assistive Technology in Europe (AAATE)
- International Society for the Augmentative and Alternative Communication (ISAAC)
- International Play Association (IPA)
- Italian Society of Special Pedagogy (SIPeS)
- Italian Society of Pedagogy (SIPED)

1.9. AWARDS

September 1992, winner the 3rd RAI-VQPT Competition (Quality Verification Programs Transmitted) «Giancarlo Mencucci» for an original research project on mass communications, with a project entitled "The disability culture on the Italian TV". The research project was then financed by the Italian Television and was published: S. Besio, F. Roncarolo (Eds.), *L'handicap dei media. Disabili e disabilità nell'offerta televisiva*. Roma, La Nuova ERI.

In November 1995 winner of the "Don Sirio Politi" Competition (Viareggio, Italy) with the book *Adriano Milani Comparetti: story of a protagonist of the integration of the disabled*, written in collaboration with Maria Grazia Chinato.

As Chair of the COST Action "LUDI – Play for Children with Disabilities", Serenella Besio has been rewarded of the International Play Association AWARD 2017 (Canada, August 2017).

2. RESEARCH ACTIVITIES

2.1. FIRST AREA. TECHNOLOGIES AND DISABILITY

Since the '80s, technological innovation has constituted an important opportunity to change didactics in schools and particularly to support the inclusion of pupils and students with disabilities.

The research carried out by Serenella Besio in this sector has evolved both in relation to the technological innovations and to the growing awareness on the needs of persons with disabilities. The initial interest in educational technologies and their application to the disability sector was later intertwined with that for assistive technologies, particularly in the case of children with disabilities.

All the research presented here have had many international repercussions, both in the context of presentations at conventions and congresses, and in dedicated publications.

2.1.1. Educational Technologies

The activities carried out - from 1988 to 1996 - at the Institute for Educational Technologies of the National Research Council of Genova concerned the following topics:

- research in the field of educational technology applications, in particular in the fields of disability, psychology and rehabilitation;
- development of software accessibility rules.

2.1.2. Assistive Technologies

Thanks to the start, in 1996, of the clinical consultancy activity at the Don Carlo Gnocchi Foundation in Milan, the research interests turned to the specific field of computer access systems and to the facilitation of communication.

A particularly significant breakthrough was the participation as SENIOR RESEARCHER in the EUSTAT European research project¹ which aimed to develop materials and methodologies for knowledge education and the use of assistive technologies by persons with disabilities.

Besio produced many publications in this framework; the results were disseminated in international journals and published in proceedings of international conferences. An outcome of particular importance was the creation – within members of the aforementioned IITE² – of a Training Course on technologies to support learning of persons with disabilities.

In November 2007, Serenella Besio was President of the Scientific Commission for the “Evaluation of the design and development of the Computer Disability Center (CID, Lugano) of auxiliary aids for disabled people”. The Commission was established by the Foundation FIPPD (Informatics Foundation for the Promotion of the Disabled Person), Lugano (Switzerland) and was composed by Italian and Swiss experts in assistive and educational technologies for disability.

2.2. SECOND AREA. PLAY AND CHILDREN WITH DISABILITIES

As resulted by specific studies conducted by Besio, an important lack of research and products to support child’s play emerged clearly around the year 2000. In fact, opening the field of interest also to the preschooler, it became evident how the possibilities offered by the technological market to support play, which is vital for a harmonious child development in every aspect - cognitive, affective, social - were poor and unsatisfactory. This lack appeared particularly severe in the case of the child with motor impairment, to whom precocious experiences of manipulation and action on objects are precluded, resulting in a decrease in the opportunity to experience the surrounding world, make inferences, develop hypotheses, and then design symbolic or constructive play activities.

2.2.1. The first idea: “The Play Project”

The three-year research project (2000/2003) was financed to Serenella Besio as principal investigator by the Ministry of Health through fundings expressly attributed to the Don Carlo Gnocchi Foundation. It explored, experimented and validated a methodology for the evaluation of the play abilities of children with motor impairment and for introducing the appropriate Assistive Technologies to increase them. Protocols for observing and evaluating the play skills were proposed, and models have been tested for the evaluation, selection and use of Assistive Technologies in this field. The study was permeated by the effort to connect a theory of child play development with possible approaches to technological intervention.

The research, presented in numerous national conferences and international, has been widely used and solicited by researchers all over the world, helping to define the possible nodes of an international network of scholars engaged in the topic for some time. Serenella Besio was also

¹ EUSTAT (Empowering USers Through Assistive Technology) [Project DE 3402 of the European Commission, DG XIII, 1997/1999] www.siva.it/research/eustat.

² International Training Course on Assistive Technology. UNESCO IITE (Institute for Information Technology in Education), Moscow, 2005/2006. http://iite.unesco.org/publications/themes/special_needs_ed/

invited to be presented in international journals, constituting in one case the occasion for a special issue of the journal «Technology and Disability».

Contemporarily, the issue of the right to play of children with disabilities was raised, and produced new awareness and devoted publications.

2.2.2. Play Robots in Europe. IROMECE

Besio's research on assistive technologies on play, and the particular methodological structure on which it was established, have attracted the attention of European groups in the robotics sector, interested in developing new technological products to support the gaming activities of the disabled child. This is how the membership of the IROMECE³ Research Consortium was born, in which Serenella Besio was the principal investigator of the research unit of the University of Valle d'Aosta.

A particular contribution of Besio to the project has been addressed to identify correlations and synergies with the International Classification of Functioning, Disability and Health, version for children and adolescents (ICF-CY), published in 2007.

Besio's research unit was responsible for the development of some specific activities:

- the study of the Critical Factors that influence the use of the robot in favor of the disabled child's play;
- the methodological analysis to the use of robots in educational and rehabilitative contexts;
- the participation to the experimental phase, specifically with children with motor impairment;
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- the development of guidelines for teachers and rehabilitation professionals to facilitate the use of robots in the play of children with disabilities.

2.2.3. Further developments in Italy

The conclusion of the IROMECE project left numerous questions open, due to the scarcity of the time devoted to experimentation with the finalized robot, and therefore the UNIVDA research group led by Besio has put in place some additional experiments in order to validate, reinforce or falsify the first conclusions drawn up within the framework of the European project itself.

The case of the child with motor disability was instead a more specific object of a training / experimentation activity carried out by Besio in collaboration with the DAT Service (Domotics, Assistive Products, Occupational Therapy) of the Don Carlo Gnocchi Foundation in Milan. In particular, the experimentation highlighted an interesting research question concerning the modalities and the dimensions of the aid provided by the adult in the play activity.

Further details were developed in near areas, such as in the case of robotic toys.

In 2011 the University of Valle d'Aosta financed Besio's project «LU.DI. - LUDic activities and children with DIability» as a Project of Relevant Interest of the University, with the allocation of funds suitable for the activation of a research grant; for the important results achieved, the project was refinanced by the University itself for the following year. The result of the project consists of a series of published research that address the theme of the play for the child with disabilities from different perspectives, among which are worth mentioning:

- a study on the role of the adult in favoring the play of children with disabilities, in particular regarding the identification of effective methods for the use of robotic technologies in this field;
- a study on prompt fading in playing with children with disabilities;

³ IROMECE (Interactive RObotic social MEdiators as Companions) RIF. FP6-2005-IST-5 Specific targeted research project-IROMECE [6th Framework Programme, 2007/2009]; www.iromec.org [total budget about 3.220.000]

- the development of a training module aimed at students of the University of Valle d'Aosta regarding the Test of Playfulness (ToP), a tool devised by Anita Bundy (University of Sydney, Australia) and systematized in 2009, which allows evaluation of the game in the child with typical and atypical development.

In 2014 the Foundation CRT (Cassa di Risparmio di Torino, Italy) financed the Project GioDi (Gioco per la Disabilità – Play for Disability; 2014-2016), which involved research groups in the University of Aosta Valley (leded by Besio), in the Politecnico di Milano and in an Association of Persons with disabilities in Milan.

The project was inspired by Besio's approach to the theme of play for children with disabilities and was based on the idea to test the play efficiency of some robots of the mainstream market, with children with motor disabilities, to assess the recreational potential and playfulness of some play activities that can be achieved with such toys. One of the main purposes of the study was to build a sort of pilot test with products that are easy to use and find, in order to then proceed with the development of new tools to support the play of children with disabilities.

All this research has been published in national and international journals. The Project GioDi has been financed again in 2017 for two years.

2.2.4. Landing in Europe: The COST Action “LUDI – Play for Children with Disabilities”

Besio's Italian “LU.DI.” project has been then translated into an international one, with a more complex structure and reinforced by the research findings of the previous one. Presented at the European COST Association in June 2013, the new “LUDI - Play for Children with Disabilities”⁴ has been approved, and Serenella Besio has been designated as Chair of the whole Action.

The project aimed to make play for children with disabilities an autonomous topic of research and intervention. The Multidisciplinary Action gathered representatives (more than 100 researchers and practitioners) from 32 European and 3 non-European countries and has set itself ambitious goals, intending to coordinate research on the issue of play for children with disabilities through the multidisciplinary cooperation of researchers and professionals in the field of psycho-pedagogical sciences, health and rehabilitation sciences, humanities, assistive technologies and robotics, as well as through the contribution of end user organizations.

The results of the project are gathering around the following themes:

- user needs analysis (including users of health, education, industry and technology sectors, policy makers, lawyers, families of children with disabilities, and children, disabled and typical development);
- training models to support the play of children with disabilities in inclusive settings;
- Training School for professionals and families: two editions took place, in Heerlen (The Netherlands), 2017 and in Bergamo (Italy), 2018;
- Final guidelines for the play of children with disabilities: methodologies, tools, contexts and relationships.

Among its most ambitious objectives, LUDI - Play for Children with Disabilities addressed also legislative recognition at the highest international level, within the framework of the UN International Declaration of the Rights of the Child (UNCRC), for the right to play of children with disabilities. A first result in this sense is given by the publication of a “Position Statement” by IPA (International Play Association) addressed to the United Nations Organization, on the need for greater specification of the right to play (Art. 31) in the UNCRC, with reference to children with

⁴ LUDI - Play for Children with Disabilities, EU COST Association, 2014/2018 (www.cost.eu/TD1309; www.ludi-network.eu) [total budget about 638.000 Euros].]

disabilities. This document, from May 2015, also arises following a collaboration between LUDI and IPA, also evidenced in the text already published by LUDI.

3. PUBLICATIONS

3.1. INTERNATIONAL BOOKS

Besio, S. (2018). *What is play?* In: Encarnação, P., Ray-Kaeser, S., Bianquin, N. (Eds.). Guidelines for supporting children with disabilities' play: Methodologies, tools, and contexts (pp. 1–12). Warsaw, Poland: De Gruyter Open. ISBN: 9783110613445

Besio, S., Stancheva-Popkostadinova, V. (2018). *Do children with disabilities play?* In Encarnação, P., Ray-Kaeser, S., Bianquin, N. (Eds.). Guidelines for supporting children with disabilities' play: Methodologies, tools, and contexts (pp. 13–26). Warsaw, Poland: De Gruyter Open ISBN: 9783110613445

Besio, S., Bulgarelli, D., Stancheva-Popkostadinova, V. (Eds.) (2018). *Evaluation of childrens' play. Tools and methods.* Warsaw/Berlin: De Gruyter Open. ISBN:978-3-11-061060-4

Besio, S. (2018). *Introduction*, pp. 1-2.

Besio, S. (2018). *Foreword. Assessing Play to Pave the Way to the Child's Freedom.* pp.3-8.

Besio S., Stancheva-Popkostadinova V., Bulgarelli D. (Eds.). (2017). *Play Development and Children with Disabilities.* Warsaw/Berlin: De Gruyter Open. ISBN: 978-3-11-052211-2.

Besio, S., Bulgarelli, D., Stancheva-Popkostadinova, V. (2017). *Introduction*, pp. 1-8.

Besio, S. (2017). *The need for play for the sake of play*, pp. 9-52.

Besio, S., Amelina, N. (2017). *Play for Children with Motor Impairment*, pp. 120-136.

Perino, O., Besio, S. (2017). *Mainstream Toys for Play*, pp. 181-200.

Besio, S., Bulgarelli, D., Stancheva-Popkostadinova, V. (2017). *Conclusion*, pp. 213-215.

Besio, S. (Ed.) (2010). *Guidelines for Using Robots in education and Therapy Sessions for Children with Disabilities.* Trento: Editrice Uniservice, ISBN: 978-88-6178-495-6.

Besio, S. (Ed.) (2009). *Methodological Framework to set up educational and therapy sessions with IROMEC*, Trento: Editrice Uniservice, ISBN: 978-88-6178-405-5.

Besio, C. (2009). *Preface*. pp. 5-9.

Besio, S. (Ed.) (2007). *Analysis of Critical Factors involved in using interactive robots for education and therapy of children with disabilities*, Bruxelles (BE), IROMEC Consortium, Trento: Editrice Uniservice, ISBN 978-88-6178-401-7.

Besio, S. (2007). *Introduction (cap. 1)*. pagg. 1-10

Besio, S. (2007). *Factors related to Play (cap. 2)*. pagg. 11-19.

Besio, S., Tokareva, N. (Eds.) (2006), *Specialized Training Course «ICTs for the Education of People with Special Needs»*, UNESCO Institute for Information Technologies in Education (IITE), Mosca, Federazione Russa, www.iite.ru/iite/publications/publications?id=104

Besio, S. (2002). *The counseling process in Assistive Technology evaluation and selection*, in: M. Scherer (Ed.). «Assistive technology: Matching device and consumer for successful rehabilitation», Washington, DC, American Psychological Association (APA) Books, Ed Meidenbauer, pp. 231-252.

Besio, S. (1998), *Programs in Assistive Technology Education for End-Users in Europe*, Deliverable D03.2 of the European Project EUSTAT (Empowering USers Through Assistive Technology), Project DE 3402 DG XIII, www.siva.it/research/eustat/deliver0-4-3_summary.html, ISBN: 88-85936-21-0.

3.2. ARTICLES AND CONTRIBUTIONS ON INTERNATIONAL JOURNALS OR PROCEEDINGS

Bulgarelli, D., Bianquin, N., Besio, S., Molina, P. (2018). *Children With Cerebral Palsy Playing With Mainstream Robotic Toys: Playfulness and Environmental Supportiveness*. «Frontiers in Psychology», vol. 9, pp. 1-9. DOI:10.3389/fpsyg.2018.01814.

Besio, S., Stancheva-Popkostadinova (2018). *Editorial*. «Today's Children, Tomorrow Parents», vol. 47-48, pp.3-6.

Besio, S. (2018). *Supporting Play for the Sake of Play of Children with Disabilities*. «Today's Children, Tomorrow Parents», vol. 47-48, pp.7-17.

Bianquin, N., Sacchi, F., Besio, S. (2018). *Enhancing communication and participation using AAC technologies for children with motor impairments: a systematic review*. «Education Sciences & Society», vol. 9(1), pp.49-72.

Besio, S., Bonarini, A., Bulgarelli, D., Carnesecchi, M., Riva, C., Veronese, F. (2016). *Is play easier for children with physical impairments with mainstream robots? Accessibility issues and playfulness*. In: P. Peñáz, M. Hanousková, S. (Eds.) «Universal Design for Learning». Proceedings of the International Conference, Linz, 13-15 July 2016, pp. 97-108. ISBN 978-80-210-8295-3.

Besio, S., Carnesecchi, M. (2016). *Caregivers' support for children with motor impairments in robot-mediated play contexts*. In: P. Peñáz, M. Hanousková, S. (Eds.) «Universal Design for Learning». Proceedings of the International Conference, Linz, 13-15 July 2016, pp. 109-114. ISBN 978-80-210-8295-3.

Besio, S., Molina, P., Bonarini, A., Veronese, F., Lynch, H., Bulgarelli, D. (2016). *Mainstream robotic toys and children with physical impairment: what about playfulness?* In: AAVV (eds.). Proceedings of the 7th International Conference on Software Development and Technologies for Enhancing Accessibility and Fighting Info-exclusion, pp. 208-215, New York (NY): ACM (Association for Computing Machinery), ISBN: 978-1-4503-4748-8.

Veronese, F., Bulgarelli, D., Besio, S., Bianquin, N., Bonarini, A. (2016). *Off-the-shelf, robotic toys and physically impaired children: an analysis and suggested improvements*. AAVV (eds.). Proceedings of the 7th International Conference on Software Development and Technologies for Enhancing Accessibility and Fighting Info-exclusion, pp. 232-239. New York (NY): ACM (Association for Computing Machinery), ISBN: 978-1-4503-4748-8.

Besio, S., Carnesecchi, M., Encarnaçao, P. (2015). *Introducing LUDI: a research network on play for children with disabilities*. In: C. Sik-Lányi, E.-J. Hoogerwerf, K. Miesenberger, P. Cudd (Eds.), *Assistive Technology: Building Bridges*, Studies in Health Technology and Informatics. STUDIES IN HEALTH TECHNOLOGY AND INFORMATICS, vol. 217, pp. 689-695, Amsterdam: IOS Press, ISSN: 0926-9630, doi: 10.3233/978-1-61499-566-1-689.

Besio, S., Jansens, R., Encarnaçao, P. (2015). *LUDI: a Pan-European Network Addressing Technology to Support Play for Children with Disabilities*. In: Proceedings of «New Friends 2015: 1st International Conference on Social Robots in Therapy and Education». Almere, The Netherlands, 22-23 October, www.newfriends2015.org/Proceedings/ProceedingsNF2015.pdf.

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