Prader-Willi and Computer Programming: a case report.

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Introduction
Teaching computer programming represents an innovative rehabilitation practice as it allows people with Prader Willi Syndrome (PWS) to be able to express their potential skills, if appropriately stimulated. The activity was carried out at the multimedia educational laboratory of the Oasi Research Institute (Troina, Italy).

Aim
The objective of this study is to present a computer programming structured learning path addressed to a young adult with PWS and Intellectual Disability.

Method
For this purpose, an authoring software (Jclic) was used which easily allows to create teaching exercises based on the specific profile of cognitive and adaptive functioning, usable and replicable in the various areas of development (daily life, play, communication, accessibility, school learning, etc.). A teaching procedure including a baseline was implemented; a training phase with the use of most to least prompts (from the most intrusive to the least intrusive) and a follow-up after a month, to verify the maintenance of the acquired skills. Two weekly training sessions were conducted, lasting 45 minutes.

Results
The results show that the PWS subject acquired the programmed skills and was able to complete the procedure independently.

Conclusions
The learning of these skills could be encouraged as part of occupational autonomy paths and of the broader life project of people with PWS.