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child relationship's assessment from the early stages of development and the need of valid and reliable tool both for researchers and clinicians.

## **FEEDING DISORDERS IN INFANCY: THE CLINICAL ASSESSMENT OF FEEDING INTERACTIONS AND THE USE OF THE LTP**

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Different studies highlighted the presence of specific mother-child interactive difficulties in childhood feeding disorders. Most of research focused exclusively on mother-child dyads, without taking into account fathers' role and family interactions. The aim of this study was to investigate dyadic and triadic interactions the context of Infantile Anorexia (IA). The study involved 5 families with children diagnosed with IA (M age 42.6 mths). The participants were videotaped during mother-child and during mother-father-child feeding interactions, through the application of the Lausanne Trilogue Play (LTP) procedure to the feeding context. Dyadic interactions were assessed through the SVIA (Lucarelli et al., 2006) and compared to normative values. Triadic interactions were assessed through the FAAS (Lavanchy Scaiola et al., 2008) and compared with the ones of a group of unselected families. Concerning dyadic interactions, all the participants reported scores above clinical normative cut-offs on all the SVIA scales (i.e. mother's affective state, food refusal, interactive conflict, dyad's affective state). As far as it concerns triadic interactions specific difficulties were found in postures and gazes, co-construction of a joint activity, interactive mistakes and their resolution during activities, family warmth, validation of the child's emotional experience, child's involvement and self-regulation. Quality of feeding interactions represents a particularly

important issue in the context of feeding disorders in infancy. Adopting an integrated perspective and considering both dyadic and triadic phenomena could be useful in the clinical understanding of the role played by interactive difficulties in the onset and in the maintenance of the disorder. Considerations on the application of the LTP to the feeding context are made.

### **THE QUALITY OF INTERACTIVE DYNAMICS IN LANGUAGE DISORDERS: DYAD, TRIAD AND GROUP**

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Different studies highlight that atypical language development can jeopardize the quality of the child's interactive systems. The language disorder directly interferes not only with the child's communicative capacities and his cognitive development but also with the way in which he processes everyday experiences and relationships and on the quality of his interactions. The aim of our work is to assess the quality of interactive dynamics and the communicative resources of families that have a child with a Speech Language Disorder (SLD) both in the dyadic pairs that in the triadic system. Furthermore, we intend to assess these children's relational styles within peer group interactions as offered by the Multimodal Interactive Group Therapy (MIGT). The study involved 15 families of children with SLD. The child's level of the interactive, emotional and symbolic tools and the interaction modalities of the family were assessed through the Functional Emotional Assessment Scale (FEAS, Greenspan, 2003) and the Lausanne Trilogue Play (LTP). A further analysis will be