Nowadays, more and more young children ranging from the age of 7 to 11, turn out to be poor (text) comprehenders: they show text comprehension difficulties, related to inference-making skills, despite proficiency in word decoding and other low-level cognitive skills.

Few adaptive learning systems consider specific inference-making interventions that are pivotal in text comprehension, but such systems are designed for high-school children or university-level students, and with textbooks as reading material but not for young pupils with special needs.

TERENCE is a 3-years project starting in October 2010, which is funded by the European Union and aims at offering innovative usability and evaluation guidelines, and delivering an intelligent adaptive learning system that can be used to custom-tailor such interventions in an adaptive fashion to (hearing and deaf) poor comprehenders.

The guidelines, the models and the system will be the result of an orchestrated cross-disciplinary effort of European experts in diverse and complementary fields (art and design, computer science, engineering, linguistics, evidence-based medicine, psychology), and with the constant involvement of the end-users (deaf users and poor comprehenders as well as their educators) from schools in Brighton (UK) and in Padova (Italy).

TERENCE is a new 3-years European project starting in October 2010 which aims at offering innovative usability and evaluation guidelines, and delivering an intelligent adaptive learning system that can be used to custom-tailor such interventions in an adaptive fashion to (hearing and deaf) poor comprehenders.