

KARAVALAMBAN

A CURRENT AWARENESS BULLETIN

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Department of Empowerment of
Persons with Disabilities (Divyangjan)

NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL DISABILITIES (DIVYANGJAN)

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National Institute for the Empowerment of Persons with Intellectual Disabilities (Divyangjan)

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Abstracts of Current Articles

1.1 Psychology

1.1.1 KEITH SANFORD & MONA CLIFTON

The Medical Mistrust Multiformat Scale: Links with vaccine hesitancy, treatment adherence, and patient–physician relationships

PSYCHOLOGICAL ASSESSMENT, VOL. 34 (1), JAN 2022, 10-20p.

The assessment of medical mistrust is essential to progress in understanding behavioral health outcomes such as vaccine hesitancy, treatment adherence, and patient–practitioner relationships. To address limitations of existing medical mistrust scales and to address a need for clear psychometric information, a new Medical Mistrust Multiformat Scale (MMMS) was developed and tested. Study 1 included 741 Black and White participants with hypertension, with one subsample used for item selection and a second for cross-validation. Study 2 included 234 lower-income participants with diabetes or hypertension representing diverse racial/ethnic identities. All participants were recruited via marketing panels to complete online questionnaires. In both studies, the MMMS fit a unidimensional factor structure; items demonstrated high discrimination; and the scale was correlated with vaccine compliance. In Study 1, measurement invariance was demonstrated across Black and White groups. In Study 2, the MMMS correlated with additional tested outcomes regarding treatment adherence and patient–practitioner relationships, all effects remained significant after controlling for other related variables (conspiracy beliefs, race/ethnicity, political affiliation, stress), and the MMMS produced significantly larger convergent validity effects than a widely used existing mistrust scale. Results highlight the importance of medical mistrust and support use of the MMMS to assess mistrust in populations that include people with diverse racial/ethnic identities, people with chronic medical conditions, and people with lower incomes.

1.1.2 PAVITRA ARAN, et al.

A psychometric study of the Emotional Availability Scales: Construct validity and measurement invariance between depressed and nondepressed mother–infant dyads.

PSYCHOLOGICAL ASSESSMENT, VOL. 34(1), JAN 2022, 70-81p.

The Emotional Availability Scales (EAS) are the most widely reported observational assessment measure of parent–child relationships and has been of particular interest in understanding differences between samples of depressed and nondepressed mothers and their offspring. Despite its widespread use, psychometric validation of the factor structure in normative samples and the measurement of invariance within clinical samples has not been published. We evaluated the internal structure (dimensionality, reliability, convergent, and discriminant validity) of the EAS fourth edition using a nondepressed sample of 157 Australian women and their infants aged 6 months, including testing the measurement invariance of the EAS between the same nondepressed sample ($n = 157$), and a depressed group ($n = 185$) of mother–infant dyads, using MPlus. Participants were recruited from tertiary hospitals, and depression status was established using a diagnostic measure. Higher-order confirmatory factor analyses on the EAS' six dimensions supported a unidimensional factor solution in our data. Full measurement invariance was not demonstrated due to metric noninvariance of the maternal nonintrusiveness and child responsiveness dimensions. Full scalar invariance supported mean comparisons, and a medium effect of .78SD lower mean emotional availability for the depressed group was found; Cohen's $d = .63$, 95% CI [.41, .85]. While arguments exist for the clinical utility of differentiating between multiple dimensions

of emotional availability, the current findings do not support a multidimensional factor structure or full multigroup measurement invariance of the EAS. Similar psychometric investigations of the EAS in clinical and nonclinical samples are needed.

1.1.3 R. MICHAEL BAGBY, et al.

Evaluating the measurement invariance of the Personality Inventory for DSM-5 (PID-5) in Black Americans and White Americans

PSYCHOLOGICAL ASSESSMENT, VOL. 34 (1), JAN 2022, 82-90p.

The Personality Inventory for the DSM-5 (PID-5) assesses the five pathological personality trait domains that comprise the descriptive core of the DSM-5 Alternative Model of Personality Disorders (AMPD). The PID-5 five-domain factor structure is aligned with the AMPD and is reported as replicable across samples in the U.S., in other countries, and in different languages. In this study, the PID-5 factor structure is examined in two distinct racial groups within the U.S.—White Americans (WA) and Black Americans (BA). Student participants from four universities in the U.S. (N = 1,834)—composed of groups of WA (n = 1,274) and BA (n = 560)—were proportionally parsed into derivation and replication subsamples. The “traditional” PID-5 five-factor structure emerged for the WA group in the derivation subsample and was subsequently confirmed in the WA replication subsample. In the BA group derivation subsample, a single-factor solution emerged, which was also confirmed in the BA replication sample. This single-factor solution in the BA group reflects large shared covariation across all pathological personality domains, suggesting an undifferentiated, broadly based level of demoralization represented by the item pool of the PID-5. We argue that this structure can be construed as mirroring a racialized and prejudice-based living experience for many BAs in a predominantly non-Black society. Based on the results with the samples employed in the present study, we conclude that the PID-5 is not an equivalent measure of pathological personality traits across Black Americans and White Americans.

1.1.4 GORDON L. FLETT, et al.

The Anti-Mattering Scale: Development, Psychometric Properties and Associations With Well-Being and Distress Measures in Adolescents and Emerging Adults

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL. 40 (1), FEBRUARY 2022, 37-59p.

Previous work has focused on positive feelings of mattering, which pertain to the human need to feel significant. In the current article, we examine a complementary yet distinct construct involving feelings of not mattering that may arise from being marginalized and experiences that heighten a sense of being insignificant to others. We also describe the development, validation, and research applications of the Anti-Mattering Scale. The Anti-Mattering Scale (AMS) is a five-item inventory assessing feelings of not mattering to other people. Psychometric analyses of data from samples of emerging adults and adolescents confirmed that the AMS comprises one factor with high internal consistency and adequate validity. Our findings suggest that individuals who feel like they do not matter to others have a highly negative self-view, insecure attachment, and perceived deficits in meeting key psychological needs. Analyses established that links between elevated AMS scores and levels of depression, social anxiety, and loneliness. Most notably, scores on this new measure predicted unique variance in key outcomes beyond the variance attributable to other predictors. Overall, these results attest to the research utility and clinical potential of the AMS as an instrument

examining the tendency of certain people to experience a profound sense of not mattering to others in ways that represent a unique source of risk, social disconnection, and personal vulnerability.

1.1.5 MARIANNE E. ETHERSON, et al.

Feelings of not Mattering and Depressive Symptoms From a Temporal Perspective: A Comparison of the Cross-Lagged Panel Model and Random-Intercept Cross-Lagged Panel Model

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL.40(1), FEBRUARY 2022, 60-76p.

Are feelings of not mattering an antecedent of depressive symptoms, a consequence, or both? Most investigations focus exclusively on feelings of not mattering as an antecedent of depressive symptoms. Our current study examines a vulnerability model, a complication model, and a reciprocal relations model according to a cross-lagged panel model (CLPM) and a random-intercept cross-lagged panel model (RI-CLPM). A sample of 197 community adults completed the General Mattering Scale (GMS), the Anti-Mattering Scale (AMS), and a depression measure at three time points (i.e., baseline, 3 weeks, and 6 weeks). GMS and AMS scores were associated robustly with depressive symptoms at each time point. Other results highlighted the need to distinguish levels of anti-mattering and mattering. CLPM analyses supported a reciprocal relations model of anti-mattering (assessed by the AMS) and depressive symptoms and a complication model linking mattering (assessed by the GMS) and depressive symptoms. The RI-CLPM analyses provided tentative support only for a complication model of anti-mattering and depressive symptoms. Our findings highlight the differences between measures of the mattering construct and the need to adopt a temporal perspective that considers key nuances and the interplay among feelings of mattering, feelings of not mattering, and depression.

1.1.6 AMANDA KRYGSMAN, et al.

Depression Symptoms, Mattering, and Anti-mattering: Longitudinal Associations in Young Adulthood

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL. 40 (1), FEBRUARY 2022, 77-94p.

We examined the dynamic interplay of depression symptoms, mattering (i.e., self-evaluation of importance or significance to others), and anti-mattering across four years of development in young adulthood (age 20–23; N = 452) using a cross-lagged panel model (CLPM). Support for a transactional model between anti-mattering and depression symptoms was found. Specifically, anti-mattering positively predicted later depression symptoms and depression symptoms consistently predicted later anti-mattering. Depression symptoms also shared a negative association with later mattering but not the reverse, supporting a symptoms-driven model of depression symptoms and mattering. Auto-regressive paths, residual covariances, and cross-lagged paths were invariant over time. Accounting for gender, household income, parental education, and fear of COVID-19 as covariates did not change the results. The stability of mattering and anti-mattering suggest careful consideration of how to effectively change these patterns. The implications for assessment and intervention on mattering or anti-mattering in the prevention and treatment of depression are discussed.

1.1.7 GENEVIEVE McARTHUR

Poor reading and anxiety (PRAX): building a theory and practice

AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES, VOL. 27(1), MAY 2022, 169-180p.

Clinicians, teachers, and researchers have long suspected that there may be some kind of association between poor reading and emotional health. However, for many years, studies of this association were generally sporadic and poor in quality. This article outlines how – over the last 5 years or so – national and international associates of the PRAX (poor reading and anxiety) research group have made significant progress in our understanding of whether there is a genuine association between poor reading and emotional problems, what type of emotional problem is most closely related to poor reading, how this problem can be detected by appropriate assessment, and how it might be treated effectively. It also describes how these gains in understanding have informed an evidence-based theory for why children with poor reading are at risk for emotional problems.

1.1.8 KATHLEEN D. VIEZEL, et al.

Adaptive Behavior of College Students With Autism

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(1), MARCH 2022, 56-65p

As an increasing number of individuals with autism spectrum disorder (ASD) matriculate on college campuses, all stakeholders should be prepared to meet their needs. Despite a body of literature describing adaptive behavior deficits of individuals with ASD, there is a paucity of research examining these skills among those who are college-ready. The present study investigated the adaptive behavior of a diverse group ($N = 27$) of incoming college students with ASD and examined to what extent these skills could predict initial academic success. Despite average intelligence and good academic indicators, deficits in communication, socialization, and daily living skills were found. No models, even those that included intelligence quotient (IQ) and SAT scores, were predictive of first-semester or first-year grade point average (GPA). Importantly, freshman-to-sophomore retention appeared higher than the university average. Findings suggest that practitioners and families should consider adaptive behavior in addition to intellectual and academic capabilities when considering postsecondary opportunities and available supports.

1.1.9 MATTHEW R CAPRIOTTI & JEANNE M DONALDSON

"Why don't behavior analysts do something?" Behavior analysts' historical, present, and potential future actions on sexual and gender minority issues

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 19-39p.

For thousands of years, societies actively practiced the oppression, persecution, and dehumanization of sexual and gender minority (SGM) people (e.g., lesbian, gay, bisexual, transgender, and queer individuals). Rekers and Lovaas' (1974) study is part of that history within behavior analysis. Following requests for retraction, the Society for the Experimental Analysis of Behavior and LeBlanc (2020) issued a formal Expression of Concern about the work. Continued conversation and debate have followed. First, we contextualize debate around retraction of Rekers and Lovaas and the history of behavior analysts' work on SGM issues. Second, we propose 5 steps that leaders in behavior analysis can take with relative immediacy, and we describe 5 research areas that individual behavior analysts could pursue.

We conclude that behavior analysts can contribute much toward the liberation of SGM individuals if we begin to bring our science to bear on pressing, socially significant issues facing SGM communities.

1.1.10 ADITHYN RAJARAMAN, et al.

Toward trauma-informed applications of behavior analysis

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 40-61p.

Despite a growing acknowledgement of the importance of understanding the impacts of trauma on therapeutic approaches across human service disciplines, discussions of trauma have been relatively infrequent in the behavior analytic literature. In this paper, we delineate some of the barriers to discussing and investigating trauma in applied behavior analysis (ABA) and describe how the core commitments of trauma-informed care could be applied to behavior analysis. We then provide some examples of how trauma-informed care might be incorporated into ABA practice. We conclude by suggesting opportunities to approach trauma as a viable avenue for behavior analytic research and argue that omitting trauma-informed care from ABA could be detrimental not only to the public perception of ABA, but to the effectiveness of our assessment and treatment procedures.

1.1.11 ROBIN K. LANDA, et al.

Understanding the effects of prompting immediately after problem behavior occurs during functional communication training

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 121-137p.

When reported, the methods for prompting functional communication responses (FCRs) following problem behavior during functional communication training (FCT) vary. Some researchers have prompted the FCR immediately following problem behavior but doing so may inadvertently strengthen problem behavior as the first link in an undesirable response chain. This study investigated the effects of prompting FCRs following problem behavior during FCT with 4 children who exhibited severe problem behavior. Problem behavior remained low and FCR rates were near optimal when prompts were delivered immediately following problem behavior for 2 participants. Delaying prompts following problem behavior was instrumental for FCR acquisition for 1 participant but led to escalation of problem behavior for a 2nd participant. The conditions under which immediate prompts following problem behavior may improve or worsen FCT are discussed.

1.1.12 COLIN MUETHING, et al.

Prevalence of relapse of automatically maintained behavior resulting from context changes

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 138-153p.

Increases in behavior due to context changes are common and are known as instances of renewal. Clinically relevant examples from the literature highlighting renewal often include socially mediated problem behaviors. This report retrospectively analyzed data during context changes for individuals who engaged in problem behavior maintained by automatic reinforcement, to evaluate the prevalence of relapse. Problem behavior reemerged during

changes both in the person implementing treatment (e.g., introducing a caregiver; 36%) and in the setting (e.g., introducing treatment in the home; 26%). Most prevalence studies report greatest relapse immediately following context changes but the highest level of relapse was observed after 5 sessions following person changes and no systematic pattern with setting changes. These patterns of relapse likely reflect differences in the function of settings and people relative to automatically reinforced behavior in the present study. Implications of relapse for treatments of problem behavior maintained by automatic reinforcement are discussed.

1.1.13 ALISON D. COX & JAVIER VIRUES-ORTEGA

Long-term functional stability of problem behavior exposed to psychotropic medications
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 214--229p.

Psychopharmacological and behavioral interventions are often combined in the treatment of problem behavior in people with intellectual and developmental disability (IDD). However, little is known about the interaction between medication pharmacodynamics and behavior function. A better understanding of these mechanisms could serve as the conceptual foundation for combined interventions. The current analysis is a systematic replication of Valdovinos et al. (2009). We conducted continuous functional analyses within analogue reversal and parametric analyses monitoring the impact of various dosages of primarily antipsychotic medications on problem behavior and its function. Four individuals with IDD and problem behavior who were also receiving psychotropic medications participated. Medication adjustments produced small to negligible decreases in problem behavior, and behavior function remained largely unchanged through the 14 medication adjustments evaluated. The continuous functional analysis helped to identify what could be delayed medication effects on problem behavior. The clinical and methodological implications of this replication are discussed.

1.1.14 STEPHANIE M. ORTIZ, et al.

Decreasing nervous habits during public speaking: A component analysis of awareness training

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 230--248p.

Awareness training can produce decreases in nervous habits during public speaking. A systematic replication of Montes et al. (2020) was conducted to evaluate the independent and additive effects of awareness training components (i.e., response description, response detection) on speech disfluencies during public speaking. We extended prior research by evaluating response description alone, delivering the intervention virtually, using novel videos and speech topics during training, and measuring collateral effects on untargeted responses and speech rate. Response description was sufficient at reducing speech disfluencies for 4 of 9 participants. Response detection (video training) was necessary for 2 participants, and the subsequent addition of response detection (in-vivo training) was necessary for 3 participants. Reductions were maintained during follow-up and generalization probes for most participants. Collateral effects of awareness training components were idiosyncratic. A post-hoc analysis revealed that response description, when effective as a stand-alone intervention, may be more efficient than the full awareness training package.

1.1.15 LINDSAY A. LLOVERAS, et al.

Training behavior analysts to conduct functional analyses using a remote group behavioral skills training package

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 290-304p.

Behavioral skills training (BST) is a well-established procedure used to train individuals how to perform a variety of complex skills. Previous research has used BST to train parents, teachers, and clinicians how to conduct a variety of clinical procedures, including functional analysis of problem behavior. Although this procedure has been demonstrated to be very effective, it can be time consuming and resource intensive. In the present study, 13 behavior analysts were trained to conduct functional analyses of problem behavior. All participants were employees of a multistate early intervention clinic. This staff training was conducted fully remotely, and trainers acted as child role-play partners. Participants experienced baseline, an instruction/discussion component, a post-instruction probe, group BST, and a post-BST probe. For 5 participants, in-situ probes were also conducted. All participants achieved mastery and in-situ errors were low.

UNDER AWARENESS PROJECT ANIMATED FILMS CREATED

BY
NIEPID



(Animated Films for creating awareness for creating awareness about Intellectual and Developmental Disabilities)

1.2 Special Education

1.2.16 MILDRED BOVEDA & ANDREA E. WEINBERG

Centering Racialized Educators in Collaborative Teacher Education: The Development of the Intersectionally Conscious Collaboration Protocol

TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 45(1), FEBRUARY 2022, 8-26p.

The intersectionally conscious collaboration protocol for teacher educators (ICC-TE) expands on existing models of collaboration by drawing from intersectionality as conceptualized by Black feminist theorists, collaborative teacher education, and frameworks for stakeholders to establish and maintain ethical, student-centered relationships. The ICC-TE promotes approaches that honor sociocultural differences, model collaboration, and support the development of these practices in preservice teacher education. The authors analyzed the responses of four Latina teacher educators at a predominately white teacher preparation program and teaching artifacts created while using the ICC-TE as they co-taught a special education course. As a result of this study, the researchers refined the protocol. All participants indicated the need for more training on intersectionality, for both teacher educators of color and their white colleagues. A connecting thread across all sources of data was how institutional culture and faculty morale shaped collegiality.

1.2.17 ELIZABETH R. DRAME, et al.

Black Special Education Teacher Educators' Practice of Resistance

TEACHER EDUCATION AND SPECIAL EDUCATION (TESE) , VOL. 45(1), FEBRUARY 2022, 27-42p.

Many special education teacher preparation programs emphasize equity and social justice when preparing future educators who are well equipped to address racial disparities in education. Black special education teacher educators have an impactful role to play in the visioning of racially equitable teacher preparation programs, despite often being one of only a few in their departments, colleges, and institutions. The challenge, however, for these educators is navigating the pernicious, insidious, and deeply rooted barriers associated with Whiteness within predominantly White institutions. Using a DisCrit lens and Whiteness theories, the authors explored how Black teacher educators in special education experienced and disrupted the existence of Whiteness through qualitative interviews with individuals across the United States. These teacher educators presented their definition of quality special educators, as well as their recommendations for increasing racial equity in K-12 settings through preparing racial justice-focused special education teachers.

1.2.18 SAILI S. KULKARNI, et al.

From Support to Action: A Critical Affinity Group of Special Education Teachers of Color

TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 45(1), FEBRUARY 2022, 43-60p.

Special education teachers of color (SETOC) multiply experience marginalized positions as students of color in P-12 classrooms, as teachers in teacher preparation programs, and alongside the experiences of students of color with disabilities. Instead of drawing from their identities, SETOC tend to be absorbed into the ableist, behaviorist, and racist system of special education and are expected to become complicit in the system. For educators of color,

critical affinity groups provide support, reduce trauma, and support work toward collective intersectional justice. Using qualitative narratives, this paper describes how a critical affinity group (re)positioned three SETOC as smart, knowledgeable, and addressing racism and ableism in schools. Disability studies and critical race theory (DisCrit) illuminated SETOC's unique experiences and how they came together to process racist/ableist interactions and resisted the erasure of their identities as teachers of color. Implications discuss how teacher preparation programs can support the needs of SETOC.

1.2.19 MOLLY BAUSTIEN SIUTY & ALEXIS ATWOOD.

Intersectional Disruptor: A Special Educator of Color Living and Teaching in the Intersections

TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 45(1), FEBRUARY 2022, 61-76p.

Scholars argue that teaching for disability and racial justice in education must be intersectional to jointly disrupt the marginalizing processes that occur at the nexus of ableism and racism. It has been suggested that special educators of color can play a key role in addressing inequity and disproportionality in special education. Yet, special educators of color are perpetually underrepresented in the workforce. At the same time, special education research remains overwhelmingly silent on the unique experiences and contributions of educators of color, particularly Black women. This qualitative case study employs DisCrit Classroom Ecology and Positioning Theory as a conceptual framework to explore how Sarah, a Black special educator, drew on her life histories to enact transformative teacher resistance. Implications will be offered for how special education teacher preparation programs can center the crucial role of Black educators in special education.

1.2.20 CHRISTOPHER J. CORMIER, et al.

Locked in Glass Classrooms: Black Male Special Education Teachers Socialized as Everything But Educators

TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 45(1), FEBRUARY 2022, 77-94p.

This qualitative study of 10 Black men who teach special education found that they experience their socialization into the profession by school leaders and other system-level influencers as both challenging and conflicting. Although past research demonstrates that Black men who teach special education face pressure to engage in noninstructional roles, especially as disciplinarians and sports coaches, the impact on their school work experiences has not been examined. Study findings show that participants experience a conflict in role that creates a "glass classroom" distinct from the glass ceiling and the glass escalator. The barriers of the glass classroom make school experiences difficult because others do not see Black male teachers' potential for other meaningful school-based assignments. Thus, their opportunities are constrained. The study uses Wingfield and Chavez's racial inequity and occupational outcomes and role socialization theory as conceptual frameworks. Implications for practice and research are provided.

1.2.21 M. ALEXANDRA DA FONTE, et al.

Current preparation status in AAC: perspectives of special education teachers in the United States

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 38(1), MARCH 2022, 29-40p.

Special education teachers are essential team members in the provision of services to students with complex communication needs. Professional competencies related to augmentative and alternative communication (AAC) practices have been outlined for special education teachers as part of their professional standards. Yet, it is unclear to what extent these professionals have knowledge and skills in this area. Given existing gaps in the literature, an anonymous, web-based survey was disseminated across the United States to gather information on special education teachers' self-reported knowledge and skills in AAC. A total of 1198 special education teachers from 46 states responded to the survey. Findings indicated that most special education teachers did not receive formal training in AAC during their teacher licensure preparation programs, resulting in low levels of self-reported knowledge and skills. Data also indicated that while influencing factors existed, special education teachers' knowledge and skills in AAC remained minimal. Implications and recommendations for stakeholders are discussed.

1.2.22 CATHRYN KNIGHT, et al.

Aspiring to include versus implicit 'othering': teachers' perceptions of inclusive education in Wales

BRITISH JOURNAL OF SPECIAL EDUCATION (BJSE), VOL. 49(1), MARCH 2022, 06-23p.

Wales, one of the four nations of the UK, is currently undergoing major education system-level reform. From the curriculum, through to a new additional learning needs (ALN) system, there is a renewed focus on inclusive education. Research has shown the importance of teachers' attitudes towards inclusion in creating inclusive learning environments. This research study is based on data from a survey of teachers in Wales (n = 253) exploring their perceptions of inclusive education. Thematic analysis of open-text responses revealed that while teachers were able to articulate the 'ideal' of inclusion, these positive ideals were often caveated by both implicit othering of learners with ALN and by the explicit limitations of behaviour, training, and finance and resources. This article critically evaluates the implications of teacher perceptions of inclusive education in Wales, suggesting that without a change in teacher attitudes, the vision of an inclusive education system may be compromised.

1.2.23 DANIELLE LANE et al.

Inclusion in a multi-academy trust: possibilities and perils

BRITISH JOURNAL OF SPECIAL EDUCATION (BJSE), VOL. 49(1), MARCH 2022, 64-83p.

In this article we examine how, despite the understanding that a special school is not an inclusive setting, the senior leadership team (SLT) at Forest Academy Trust perceive their special schools as inclusive. Document reviews, interviews and a culminating focus group appear to indicate that possibilities for inclusive education may be related to a shared ethos of inclusion, resources, accessible opportunities, individualised approaches, and collaborative networks. These data also provide a critical insight into the perils related to inclusive education in multi-academy trusts (MATs). The study of this MAT highlights the need for

changes to policies, access to and equitable distribution of resources, curricular freedom balanced with accountability, a shift toward collaborative networking and partnership, and a shared vision for enactment, which may be leveraged in order to provide equitable and sustainable system-wide inclusive practices.

1.2.24 NICHOLAS A. GAGE, et al.

National Trends and School-Level Predictors of Restraint and Seclusion for Students with Disabilities

EXCEPTIONALITY: A SPECIAL EDUCATION JOURNAL, VOL. 30(1), JAN-2022, 1-13p.

The use of restraint and seclusion in schools puts students at risk of injury or, in extreme cases, even death. As a result, advocacy organizations and the U.S. Department of Education have developed and proliferated policy and legislative recommendations to reduce such use. Nevertheless, incidents of restraint and seclusion continue to occur, and more frequently with students with disabilities. In this study, we leveraged the most recent U.S. Department of Education's Office of Civil Rights Data to examine the prevalence of restraint and seclusion use for students with and without disabilities and school-level predictors of increased restraint and seclusion incidents. We found that students with disabilities are seven times more likely to be restrained and four times more likely to be secluded. We also found that students in special education schools are almost guaranteed to receive a restraint or seclusion. The results are then contextualized using prior research and policy recommendations.

1.2.25 MUHAMMED A. KARAL & PAMELA S. WOLFE.

Online Community-Based Instruction (CBI) Training for Pre-Service Special Education Teachers in Turkey

EXCEPTIONALITY: A SPECIAL EDUCATION JOURNAL, VOL. 30(1), JAN-2022, 14-26p.

The present study investigated the effects of online Community-based Instruction (CBI) training for pre-service special education teachers in Turkey. The training consisted of three knowledge modules and skill application assignments designed to be completed in 4 weeks. Results demonstrated statistically significant difference between control and treatment groups on CBI knowledge. Further, there were significant correlations between application assignment scores and post-assessment scores, as well as on time spent online and post-assessment scores. Maintenance data collected 3 months after the training showed that pre-service teacher participants' maintained their knowledge related to CBI over time. Limitations and future directions are discussed.

1.2.26 AREEJ ALSALAMAH

Applying Prereferral Models Before and After IDEA 2004: Where are We Now?

EXCEPTIONALITY: A SPECIAL EDUCATION JOURNAL, VOL. 30 (1), JAN-2022, 27-42p.

The implementation of prereferral models was being discussed in educational literature as early as 1979. Over the past decade, schools in the United States have begun to adopt prereferral models to meet multiple goals, such as reducing inappropriate referrals to special education, supporting students who face academic and behavioral challenges, identifying students with learning disabilities (LDs), and increasing the efficacy of general education

teachers in working with all students, including those with disabilities, in general classroom settings. This paper compares the backgrounds, philosophies, and components of different developed prereferral models before and after the reauthorization of the Individual with Disabilities Educational Act (IDEA) of 2004. This discussion divides the emerging prereferral models in educational literature into three main models, two of which – the consultation model and the problem-solving model – were commonly implemented by schools before reauthorization of the IDEA. The third model is the tiered-support model, various forms of which became widespread after the reauthorization of the IDEA in 2004. Current trends and challenges in implementing prereferral models are discussed, and recommendations are made for future research and practices.

1.2.27 JAMES M. KAUFMAN & GEORGE FARKAS

Veracity in Special Education

EXCEPTIONALITY: A SPECIAL EDUCATION JOURNAL, VOL. 30 (1), JAN-2022, 43-56p.

Beliefs may be described as Type A, scientific and verifiable (objective), or Type B, not verifiable and personal (subjective). Type B might be considered subjective opinion, something other than empirically confirmed, objective truth. Nevertheless, Type B is asserted as truth by some and can be valued over Type A. Both kinds of belief are important in special education, and both have advantages and disadvantages. When Type A belief is available, it must be given precedence over Type B for informing and determining public policies and for choosing special education interventions. Unjust treatment of disabilities, including children with exceptionalities, is one predictable consequence of ignoring Type A belief, although it is also possible for injustice to be the result of ignoring Type B.

1.2.28 PERRY ZIRKEL

Special Educator Advocacy: A Case of Retaliation?

EXCEPTIONALITY: A SPECIAL EDUCATION JOURNAL, VOL. 30(1), JAN-2022, 57-62p.

This article summarizes the applicable judicial analysis for cases in which special education personnel claim that their employing district retaliated against them for advocacy on behalf of students with disabilities. Providing examples of recent relevant court decisions, it traces the applicable essential elements and likely outcomes for such claims under Section 504 of the Rehabilitation Act and the secondary alternative legal bases of First Amendment freedom of expression and state whistle blower laws. The concluding discussion provides the practical implications for special educators, including the role of professional ethics.

1.2.29 TIMOTHY A. PYCHYL et al.

Faculty Perceptions of Matterings in Teaching and Learning: A Qualitative Examination of the Views, Values, and Teaching Practices of Award-Winning Professors

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL. 40(1), FEBRUARY 2022, 142-158p.

We summarize qualitative research conducted on the mattering construct and then describe a qualitative investigation focused on mattering as a key aspect of the relational factors which influence the learning and development of students. Semi-structured interviews were conducted with 12 professors recognized for their teaching excellence. Specifically, we

assessed professors' attitudes towards student perceptions of mattering and awareness of mattering in terms of their own self-reported beliefs, attitudes, and teaching practices that convey to students that they matter. Thematic analysis confirmed that almost all the award-winning professors interviewed recognized students' need to matter and found effective ways to convey to students that they matter. These professors tended to be more similar than different in their approaches and attitudes. Key themes included the need for professors to show students they care about them as students and as people, seeing and treating students as individuals who are collaborators in the learning process, and the need to avoid anti-mattering micro-practices that can result in students becoming disengaged and disillusioned. We discuss these findings in terms of how an explicit focus on mattering promotion is warranted as a central attribute of effective teaching and learning, how the current findings enhance understanding of the mattering construct and how it should be assessed.

1.2.30 TRACY VAILLANCOURT et al.

In-Person Versus Online Learning in Relation to Students' Perceptions of Mattering During COVID-19: A Brief Report

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL. 40(1), FEBRUARY 2022, 159-169p.

We examined students' perceptions of mattering during the pandemic in relation to in-person versus online learning in a sample of 6578 Canadian students in Grades 4–12. We found that elementary school students who attended school in-person reported mattering the most, followed by secondary school students who learned part-time in-person and the rest of the time online (blended learning group). The students who felt that they mattered the least were those who learned online full-time during the pandemic (elementary and secondary students). These results were not driven by a selection effect for school choice during the pandemic—our experimental design showed that students' perceptions of mattering did not differ by current learning modality when they were asked to reflect on their experiences before the pandemic even though some were also learning online full-time at the time they responded to our questions. No gender differences were found. As a validity check, we examined if mattering was correlated with school climate, as it has in past research. Results were similar in that a modest association between mattering and positive school climate was found in both experimental conditions. The results of this brief study show that in-person learning seems to help convey to students that they matter. This is important to know because students who feel like they matter are more protected, resilient, and engaged. Accordingly, mattering is a key educational indicator that ought to be considered when contemplating the merits of remote learning.

1.2.31 KIZZY ALBRITTON, et al.

Multitiered Early Literacy Identification in 3-Year-Old Children in Head Start Settings

JOURNAL OF EARLY INTERVENTION, VOL. 44 (1), MARCH 2022, 23-39p.

Three-year-old children are seldom the focus in studies about supplemental early literacy instructional support. This study examines 3-year-old children's potential need for additional early literacy support, extending and replicating a previous investigation that identified prekindergarten children (i.e., 4-year-olds) in Head Start classrooms for additional tiers of early literacy support. The sample included 143 children from Head Start centers in a southeastern, urban region of the United States who had received both fall and spring administrations of an early literacy screener (i.e., Get Ready to Read! —Revised). Standard

scores were used to classify children into three tiers, and child tier movement from fall to spring was analyzed. Results support the feasibility of a tiered approach for examining 3-year-old children's early literacy instructional needs. This might allow researchers and practitioners to provide intervention to children much sooner, thereby increasing the potential for positive long-term reading outcomes.

1.2.32 MAUREEN A. CONROY et al.

Preliminary Study of the Effects of BEST in CLASS—Web on Young Children's Social-Emotional and Behavioral Outcomes

JOURNAL OF EARLY INTERVENTION, VOL. 44(1), MARCH 2022, 78-96p.

Many young children entering early childhood programs demonstrate challenging behaviors that place them at risk for emotional/behavioral disorders (EBDs), which impact their future success in school. The purpose of this study was to conduct a conceptual replication of BEST in CLASS by examining child outcomes from BEST in CLASS—Web, a web-based professional development intervention supporting teachers' use of effective practices for ameliorating young children's challenging behaviors. Participants included 29 early childhood teachers and 54 children (ages 3–5 years old) who were identified at-risk for EBD. Positive outcomes were found for both BEST in CLASS—Web and BEST in CLASS in reductions of children's problem behaviors and conflictual relationships with their teachers as well as increases in social skills, engagement, and closeness with teachers in comparison to children who did not receive the intervention. In some cases, positive child outcomes were greater when teachers received professional development in the web-condition as compared to the onsite condition. Future research directions and implications are discussed.

1.2.33 NICOLA BELL, et al.

Literacy development in children with cochlear implants: a narrative review

AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES, VOL. 27(1), MAY-2022, 115-134p.

There exists a substantial body of research to suggest that children with cochlear implants (and hearing loss more generally) experience difficulties when learning to read and write. These difficulties are posited to stem partly from limitations in phonological processing ability, which is considered fundamental to typical literacy development. This paper comprises a narrative review of the current literature on (1) literacy development in children with hearing loss and cochlear implants; (2) relationships between literacy sub-skills in children with hearing loss and cochlear implants; and (3) factors that influence learning and contribute to the heterogeneity of the population of children with hearing loss.

1.2.34 APRIL HAAS, et al.

Understanding the Effect Size of Peer-Mediated Academic Instruction: A Meta-Analysis

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(1), MARCH 2022, 3-12p.

A deficit in social skills often makes teaching academics a second thought when instructing students with autism. Peer-mediated instruction has been well studied for increasing academic skills across various disabilities and social skills for students with autism spectrum disorder (ASD). The purpose of this study was to determine the effect size of peer-mediated academic instruction (PMAI) to increase academic skills for students with ASD. Results

indicate studies demonstrate a weak to moderate effect when using PMAI to teach students with ASD. These results validate PMAI can be effective when teaching academic skills to students with ASD; however, more studies are needed to better understand for whom and under what conditions PMAI is most effective.

1.2.35 AMY HODGES, et al.

Expert Consensus on the Development of a School-Based Intervention to Improve the School Participation and Connectedness of Elementary Students on the Autism Spectrum: A Delphi Study

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(1), MARCH 2022, 13-23p.

School participation and connectedness have significant implications for student outcomes while at school and in later life. The need to develop evidence-based interventions to proactively support students with autism spectrum disorder (ASD) is imperative. A two-round Delphi technique was used to gain expert consensus to inform the development of a school-based intervention to improve the school participation and connectedness of elementary students with ASD. Seventy-six expert clinicians, educators, and researchers completed Round 1 and 65 completed Round 2. Consensus was achieved on the application of a conceptual framework of participation in Round 1, which informed the theoretical rationale of the intervention. Consensus on the importance of proposed classroom modules and the feasibility of proposed intervention techniques was achieved in Round 2. The process of gaining expert perspectives to develop an evidence-based intervention provides greater confidence that the intervention will be effective in achieving meaningful outcomes for students with ASD.



NIEPID Indian Test of Intelligence

1.2 Medical Sciences

1.3.36 ROBYN McCARTHY, et al.

'I'm always up against a brick wall with them': parents' experiences of accessing support for their child with a newly recognised developmental disorder

BRITISH JOURNAL OF SPECIAL EDUCATION (BJSE), VOL. 49(1), MARCH 2022, 41-63p.

Three of the most prevalent developmental disorders (DDs) are autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD) and fetal alcohol spectrum disorder (FASD). As part of a study screening for DDs in Greater Manchester, UK, a unique opportunity was taken to explore parents' experiences of receiving reports about their child's previously unrecognised DD. Six parents out of a possible 16 took part in interviews, which were analysed thematically. Findings drawn from parental responses revealed a number of barriers to accessing support for their child's additional needs, including perceived resistance from schools, particularly for quiet, well-behaved girls, and difficulty in accessing assessment or referrals. There needs to be greater awareness of additional needs in children without externalising behaviours, the presence of gender-specific differences in the presentation of DDs, and FASD as a commonly occurring DD. Ultimately, better support for children with DDs would reduce the burden of unmet needs for the children and their families, and for wider services.

1.3.37 KERRY MURPHY & EMILY HARRISON

The weight of waiting: the impact of delayed early intervention on parental self-efficacy

BRITISH JOURNAL OF SPECIAL EDUCATION (BJSE), VOL. 49(1), MARCH 2022, 84-101p.

Early intervention is a systematic approach for identifying and co-ordinating support for children up to five years of age with developmental delay. The increasing number of children needing early intervention is leading to longer waiting lists for assessment, treatment and diagnosis. Through a mixed-methods approach, this study examined the impact of waiting lists on parental self-efficacy (PSE). An online survey was completed by 197 mothers of children with special educational needs aged one to seven years. Six mothers later took part semi-structured interviews. The research aimed to establish (a) whether there was a relationship between length of time on waiting lists and PSE, and (b) whether there were specific themes or patterns associated with delayed early intervention and PSE. Results showed no significant relationship between time spent on a waiting list and perceived PSE. The qualitative results, however, found that limited contact and poor quality of interactions alongside a lack of information did reduce perceived PSE.

1.3.38 SAMANTHA THOMPSON & CATHY ATKINSON

Practitioners' views about effective mental health and well-being support for post-16 students attending special school

BRITISH JOURNAL OF SPECIAL EDUCATION (BJSE), VOL. 49(1), MARCH 2022, 102-124p.

Supporting children and young people's mental health and well-being is central to UK Government policy, with statistics suggesting post-16 students and those with learning difficulties are vulnerable. This case study explored how practitioners at a special school for

students with severe and profound and multiple learning difficulties promote post-16 students' mental health and well-being. Data were drawn from four semi-structured interviews and a follow-up focus group. The thematic analysis identified a whole-team approach to supporting mental health and promoting student well-being, through staff knowledge and interpersonal skills, particularly related to communication and ability to build trusting relationships, providing experiences and preparing students for adulthood. Consideration was also given to facilitators and barriers to promoting such provision for students. The emotional needs audit from the Human Givens Institute (2006) could provide a framework for practitioners in special schools to promote mental health and well-being, enabling practical and tangible strategies for intervention and support.

1.3.39 LUKE H. SCHNEIDER, et al.

The Diagnostic Assessment Research Tool in action: A preliminary evaluation of a semistructured diagnostic interview for DSM-5 disorders

PSYCHOLOGICAL ASSESSMENT, VOL. 34(1), JAN 2022, 21-29p.

This article describes the initial validation of the Diagnostic Assessment Research Tool (DART), a modular semistructured interview to facilitate diagnosis of various disorders among adults corresponding with the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). In this study, the construct, convergent, and discriminant validity of DART modules for anxiety disorders, depressive disorders, obsessive-compulsive disorder, posttraumatic stress disorder, and substance-related and addictive disorders was assessed among a sample of 610 participants in a clinical outpatient setting. The data indicated excellent construct validity among DART modules assessed. Individuals with and without DSM-5 diagnoses identified via the DART had significant between-group differences on self-report measures corresponding to these diagnoses. Follow-up logistic regressions supported convergent validity for all diagnostic categories assessed. Discriminant validity was established for the majority of diagnostic categories assessed. High rates of interrater agreement in a small subsample ($n = 15$) were observed for the various diagnostic categories of the DART (88% average agreement). The results of the present study provide initial support for the DART as a useful tool to aid in the assessment of several major diagnostic categories corresponding with DSM-5 disorders.

1.3.40 HEATHER COLEMAN, et al.

Examining the Feasibility and Fit of Family Implemented TEACCH for Toddlers in Rural Settings

JOURNAL OF EARLY INTERVENTION, VOL. 44(1), MARCH 2022, 58-77p.

Many autism-focused early intervention (EI) models have not yet been adopted by community-based providers in rural settings due to fit and feasibility when working within the Part C model. Family Implemented TEACCH for Toddlers (FITT, based on the University of North Carolina TEACCH Autism Program) is a research-based, Part-C compatible, EI model incorporating parent-coaching and naturalistic strategies with early evidence of efficacy in rural communities. Its use by rural community providers has not yet been examined. Thus, in this multiple baseline study, rural EI professionals ($n = 3$) working with caregivers and their toddlers with autism spectrum disorder (ASD) were provided training and weekly coaching on the use of the FITT model and parent-coaching strategies. The implementation of FITT and parent-coaching strategies were measured, and social validity information was gathered from participants. Results indicate that FITT is both

feasible to implement, as demonstrated by provider implementation, and acceptable to both EI providers and caregivers.

1.3.41 SOPHIE PAYNTER, et al.

An investigation of the predictive validity of selection tools on performance in physiotherapy training in Australia

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 1-8p.

Objectives: Despite a large body of research on selection in medical education, very little is conducted in other health professions. This study investigated the predictive validity of multiple selection tools on academic and clinical performance outcomes of undergraduate physiotherapy students.

Design: A retrospective observational study.

Setting: Undergraduate physiotherapy program in Australia.

Participants: 497 undergraduate physiotherapy students across seven entry cohorts. Including students directly from secondary school (n = 381) and with prior tertiary study (n = 116).

Main outcome measures Academic performance as measured by written examinations. Clinical performance, measured by Objective Structured Clinical Examinations (OSCEs) during on-campus units and the Assessment of Physiotherapy Practice (APP) for off-campus clinical placements. Predictor variables included selection tools (academic achievement, interview, aptitude test) and demographic variables (age, gender).

Results Selection interview was a positive predictor of OSCEs and final year clinical performance in direct school leaver participants. Academic achievement scores from selection positively predicted written examinations scores.

Conclusion Clinical and academic performance were predicted by tools measuring different domains at selection. Assessing broadly across academic and non-academic domains at selection can be valuable in identifying applicants who will be able to meet the range of outcomes for course completion and subsequent registration in the physiotherapy profession.

1.3.42 HELENA TALASZ, et al.

Inappropriate pelvic floor muscle activation during forced exhalation and coughing in elderly female inpatients with urinary incontinence

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 9-15p.

Background Reduced pelvic floor muscle (PFM) contraction strength is a common condition in elderly female patients with urinary incontinence (UI). However, little data exist to demonstrate the importance of appropriate PFM activation during exhaling and coughing.

Objectives To analyse breathing and coughing patterns in elderly female inpatients with UI, and to assess PFM activation patterns during exhalation and coughing.

Design Retrospective chart data analysis.

Patients and methods Data from 177 elderly female inpatients with UI were analysed to determine voluntary PFM contraction strength, as well as PFM activation and displacement of the pelvic floor (PF) and abdominal wall during forced exhalation and coughing. Clinical data were obtained by means of inspection and digital palpation in the course of a routine clinical UI assessment. Data collected were correlated with age, body mass index and number of childbirths, and categorised by predominant UI symptoms, history of previous hysterectomy and history of PFM training.

Results Independent of voluntary PFM contraction strength, nearly all patients (n = 168)

demonstrated bulging of the abdominal wall and PF during forced exhalation and coughing instead of contracting the PFMs and consequently lifting the PF, which would be in accordance with physiological breathing synergies. None of the nine women who reflexively contracted the PFM physiologically in accordance with an expiratory breathing pattern complained of symptoms of stress UI alone.

Conclusion A high percentage of elderly females with UI do not activate their PFMs appropriately during forced exhalation and coughing, possibly contributing to or exacerbating UI.

1.3.43 LIJIANG LUAN, et al.

Knee osteoarthritis pain and stretching exercises: a systematic review and meta-analysis
PHYSIOTHERAPY, VOL. 114, MARCH 2022, 16-29p.

Objective To evaluate the effectiveness of stretching exercises for pain relief in individuals with knee osteoarthritis (KOA).

Data sources Nine databases (PubMed, Embase, Cochrane Library, Web of Science, EBSCO, PEDro, CNKI, WanFang and CQVIP) were searched in December 2020.

Study selection Randomised controlled trials (RCTs) involving stretching exercises conducted on individuals with KOA were included.

Study appraisal and synthesis methods Literature quality and risk of bias were assessed with the Physiotherapy Evidence Database scale and Cochrane Collaboration tool, respectively. Data were extracted by two independent assessors using a standardised form. The weighted mean difference (WMD) and standard deviations (SD) with 95% confidence intervals (CI) were analysed.

Results In total, 373 studies were screened, with a final selection of 19 RCTs involving 1250 participants; of these, 18 RCTs were included in the final meta-analysis. When stretching exercises were used alone, the reduction of pain using a visual analogue scale was both significant and clinically meaningful (WMD 1.86; 95% CI 1.31 to 2.41). When stretching exercises were used in combination with other exercises, the pain reduction was still significant but its clinical significance became questionable (WMD 1.31; 95% CI 0.77 to 1.85).

Limitations The sample size of studies using stretching exercises alone was small, and some of the pooled studies were heterogeneous.

Conclusions Stretching exercises can be useful in pain management in individuals with KOA, especially when used alone. Programmes involving both stretching exercises and other exercises may improve function but may not achieve a clinically effective reduction in pain.

1.3.44 DEBORAH GALLASCH, et al.

Variable levels of stress and anxiety reported by physiotherapy students during clinical placements: a cohort study

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 38-46p.

Objectives Healthcare students are at risk of high stress and anxiety, particularly during clinical placements. This study measured the stress and anxiety levels of physiotherapy students during clinical placements, how stress/anxiety changed over time, effect on academic performance, factors influencing stress/anxiety and coping strategies.

Design A prospective cohort study using surveys collecting quantitative and qualitative data.

Setting Three sites where physiotherapy students from one university undertook clinical placements.

Participants 109 students across 159 placements.

Main outcome measures The State-Trait Anxiety Inventory (STAI [Y2]) provided a baseline measure of general stress level and propensity for anxiety. Perceived stress and anxiety were measured using visual analogue scales (VASs) at baseline and weekly over the 5-weeks duration of placements. A questionnaire sought students' perceptions of factors affecting stress/anxiety and coping strategies.

Results VAS stress/anxiety scores were highly variable between participants. Higher VAS scores were seen at Weeks 3 and 4 compared to Week 5 and placements earlier in the academic year. Baseline VAS scores were significantly associated with Weeks 1–5 VAS scores. Higher VAS scores were associated with poorer academic results. Stress/anxiety were affected by patient complexity, assessments, workload, poor health and family issues. Most participants felt supported by clinical educators/peers, and used coping strategies including exercise and taking breaks.

Conclusions Physiotherapy students demonstrated highly variable stress/anxiety levels during clinical placements, with higher levels negatively affecting academic performance. Baseline measures of perceived stress/anxiety could potentially highlight students at risk of high levels of stress/anxiety during clinical placements, allowing more targeted interventions.

1.3.45 CLAUDIA TATLOW, et al.

Physiotherapy-assisted prone or modified prone positioning in ward-based patients with COVID-19: a retrospective cohort study

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 47-53p.

Objectives To evaluate short-term change in oxygenation and feasibility of physiotherapy-assisted prone or modified prone positioning in awake, ward-based patients with COVID-19.

Design Retrospective observational cohort study.

Setting General wards, single-centre tertiary hospital in Australia.

Participants Patients were included if ≥ 18 years, had COVID-19, required $\text{FiO}_2 \geq 0.28$ or oxygen flow rate ≥ 4 l/minute and consented to positioning. Main outcome measures: Feasibility measures included barriers to therapy, assistance required, and comfort. Short-term change in oxygenation (SpO_2) and oxygen requirements before and 15 minutes after positioning.

Results Thirteen patients, mean age 75 (SD 14) years; median Clinical Frailty Scale score 6 (IQR 4 to 7) participated in 32 sessions of prone or modified prone positioning from a total of 125 ward-based patients admitted with COVID-19 who received physiotherapy intervention. Nine of thirteen patients (69%) required physiotherapy assistance and modified positions were utilised in 8/13 (62%). SpO_2 increased in 27/32 sessions, with a mean increase from 90% (SD 5) pre-positioning to 94% (SD 4) (mean difference 4%; 95%CI 3 to 5%) after 15 minutes. Oxygen requirement decreased in 14/32 sessions, with a mean pre-positioning requirement of 8 l/minute (SD 4) to 7 l/minute (SD 4) (mean difference 2 l/minute; 95%CI 1 to 3 l/minute) after 15 minutes. In three sessions oxygen desaturation and discomfort occurred but resolved immediately by returning supine.

Conclusion Physiotherapy-assisted prone or modified prone positioning may be a feasible option leading to short-term improvements in oxygenation in awake, ward-based patients with hypoxemia due to COVID-19. Further research exploring longerterm health outcomes and safety is required.

1.3.46 MARIE-PIERRE CYR, et al.

Changes in pelvic floor morphometry and muscle function after multimodal physiotherapy for gynaecological cancer survivors suffering from dyspareunia: a prospective interventional study

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 54-62p.

Objective To investigate the changes in pelvic floor morphometry and muscle function after multimodal pelvic floor physiotherapy treatment in gynaecological cancer survivors suffering from painful intercourse (dyspareunia).

Design Prospective interventional study.

Setting Three university hospitals.

Participants Thirty-one gynaecological cancer survivors with dyspareunia.

Intervention The treatment consisted of 12 weekly sessions of physiotherapy combining education, pelvic floor muscle exercises with biofeedback, manual therapy and home exercises.

Main outcome measures Women were assessed at baseline and post-treatment. Pelvic floor morphometry was evaluated at rest and on maximal contraction by measuring bladder neck position, anorectal and levator plate angles as well as levator hiatal dimensions with three-dimensional/four-dimensional transperineal ultrasound imaging. Pelvic floor muscle function was evaluated by measuring passive forces (muscle tone measure), flexibility, stiffness, strength, coordination and endurance with an intra-vaginal dynamometric speculum.

Results Significant changes in pelvic floor morphometry and muscle function were found post-treatment. The parameters assessing the changes from rest to maximal contraction significantly improved (e.g., mean change of levator hiatal area narrowing 14%, 95% CI 11–18, Cohen's d effect size 1.48), supporting the hypothesis of decreased muscle tone and improved muscle contractility following treatment. Women also presented with a significant decrease in tone (mean change -0.4 N, 95% CI -0.7 to -0.1, Cohen's d effect size 0.57) and stiffness (mean change -0.1 N/mm, 95% CI -0.2 to -0.1, Cohen's d effect size 0.59), as well as significant improvements in flexibility (mean change 9.0 mm, 95% CI 5.8–12.2, Cohen's d effect size 1.08), coordination (mean change 3 rapid contractions, 95% CI 2–4, Cohen's d effect size 0.85) and endurance (mean change 683%*s, 95% CI 388–978, Cohen's d effect size 0.90).

Conclusion Our findings suggest significant improvements in pelvic floor morphometry and muscle function after a multimodal physiotherapy treatment in gynaecological cancer survivors with dyspareunia. These effects may represent key treatment mechanisms to reduce dyspareunia, supporting the rationale for multimodal physiotherapy in this population.

1.3.47 ELIZABETH DEAN, et al.

Immuno-modulation with lifestyle behaviour change to reduce SARS-CoV-2 susceptibility and COVID-19 severity: goals consistent with contemporary physiotherapy practice

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 63-67p.

Lifestyle-related non-communicable diseases (NCDs) and their risk factors are unequivocally associated with SARS-CoV-2 susceptibility and COVID-19 severity. NCD manifestations and their lifestyle risks are associated with chronic low-grade systemic inflammation (CLGSI). This review supports that immuno-modulation with positive lifestyle change aimed at reducing SARS-CoV-2 susceptibility and COVID-19 severity, is a goal consistent with contemporary physiotherapy practice. Physiotherapists have a long tradition of managing a , thus, managing CLGSI is a logical extension. Improving patients' lifestyle practices also reduces their NCD risks and increases activity/exercise capacity, health and wellbeing – all

principal goals of contemporary physiotherapy. The COVID-19 pandemic lends further support for prioritising health and lifestyle competencies including smoking cessation; whole food plant-based nutrition; healthy weight; healthy sleep practices; and stress management; in conjunction with reducing sedentariness and increasing physical activity/exercise, to augment immunity as well as function and overall health and wellbeing. To support patients' lifestyle change efforts, physiotherapists may refer patients to other health professionals. The authors conclude that immuno-modulation with lifestyle behaviour change to reduce susceptibility to viruses including SARS-CoV-2, is consistent with contemporary physiotherapy practice. Immuno-modulation needs to be reflected in health competencies taught in physiotherapy professional education curricula and taught at standards comparable to other established interventions.

1.3.48 WILLEM McISAAC, et al.

Rehabilitation after arthroscopic Bankart repair: a systematic scoping review identifying important evidence gaps

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 68-76p.

Background Evidence to develop best rehabilitation practices after Arthroscopic Bankart Repair (ABR) is lacking, leading to heterogeneity in rehabilitation approaches.

Objectives This systematic scoping review investigated current evidence for rehabilitation and associated outcomes following ABR, including rehabilitation parameters, evaluative approaches (outcomes/outcome measures, follow-up timing/duration).

Data sources A systematic search was performed of CINAHL, MEDLINE, and Embase databases in May 2019.

Study selection Prospective studies detailing rehabilitation protocols following ABR reporting at least one postoperative assessment within 1 year of surgery (to measure impact of rehabilitation) were included.

Data extraction and synthesis Two blinded reviewers independently selected studies using standardized criteria and extracted study characteristics and outcomes of interest. Quality of evidence was assessed using Joanna Briggs' quality assessment tool. A narrative analysis was conducted and evidence gaps were identified.

Results Nine studies evaluating 11 rehabilitation protocols with a total of 384 participants were included. Considerable variability was seen in rehabilitation protocols and evaluation parameters. Return to sports/activity was frequently measured, but not well-defined. Strengthening was an important component of rehabilitation protocols, but rarely reported as an outcome. Follow-up was variable, with 4 studies ending follow-up before 24-months postoperatively. Overall, patient outcomes improved postoperatively.

Conclusions There is a paucity of evidence investigating the impact of rehabilitation approaches following ABR. Although patient outcomes improve after ABR, selected outcomes/measures are highly variable with limited evidence on those important to measure rehabilitation success, particularly strength and return to activity. Identified evidence gaps should be addressed in future research.

1.3.49 G. N. ANDRADE, et al.

Prolonged heart rate recovery time after 6-minute walk test is an independent risk factor for cardiac events in heart failure: A prospective cohort study

PHYSIOTHERAPY, VOL.114, MARCH 2022, 77-84p.

Objectives To determine whether the time for peak exercise heart rate to return to resting

heart rate after the 6-minute walk test (6MWT) can predict cardiac events in patients with heart failure (HF) within 2 years.

Design Prospective cohort study.

Setting HF outpatient facility at a tertiary teaching hospital.

Participants Seventy-six patients with HF, New York Heart Association functional classification II and III, and left ventricular ejection fraction <50%.

Main outcome measures Patients used a heart rate monitor to measure the time for peak exercise heart rate to return to resting heart rate after the 6MWT. Data were analysed using Polar Pro-Trainer 5 software (Kempele, Finland). Patients were followed for >2 years for cardiac events (hospitalisations and death).

Results Thirty-four patients had cardiac events during the 2-year follow-up period. However, there was a significant difference in the time to return to resting heart rate between the groups with and without cardiac events {with 3.6 (SD 1.1) vs without 2.8 (SD 1.1) minutes; mean difference of 0.79 (95% confidence interval (CI) of the difference 0.28 to 1.28; $P = 0.003$ }. No significant differences between patients with and without cardiac events were found for mean walking distance, mean heart rate recovery at 1 minute and mean heart rate recovery at 2 minutes. The receiver operating curve discriminated between patients with and without cardiac events (área under the curve 0.71, 95% CI 0.61 to 0.81; $P < 0.001$). Using logistic regression analysis, prolonged time to return to resting heart rate (≥ 3 minutes) independently increased the risk for cardiac events 6.9-fold (95% CI 2.34 to 20.12; $P < 0.001$). The Kaplan–Meier curve showed more cardiac events in patients with prolonged time to return to resting heart rate ($P = 0.028$).

Conclusions Prolonged time to return to resting heart rate (≥ 3 minutes) after the 6MWT was an independent predictor of cardiac events in patients with HF.

1.3.50 MOHD AZZUAN AHMAD, et al.

Effects of low-level and high-intensity laser therapy as adjunctive to rehabilitation exercise on pain, stiffness and function in knee osteoarthritis: a systematic review and meta-analysis
PHYSIOTHERAPY, VOL. 114, MARCH 2022, 85-95p.

Background When treating knee osteoarthritis (KOA), rehabilitation exercise is often combined with low-level (LLLT) or high-intensity laser therapy (HILT). However, the effectiveness of these combinations is still uncertain.

Objective To examine the effects of LLLT or HILT combined with rehabilitation exercise (LLLT + E or HILT + E) on pain, stiffness and function in KOA.

Data sources Five databases (PubMed, Web of Science, CINAHL, PEDro and SPORTDiscus) were searched for relevant studies published up to 31 December 2019.

Study selection KOA randomised controlled trials, LLLT + E or HILT + E against exercise alone with or without placebo laser, reported clinical outcomes, human studies and English language.

Data synthesis Methodological quality was assessed by the PEDro and Cochrane risk-of-bias scales, and the meta-analysis was undertaken using RevMan 5.3.

Results Of the 10 retrieved studies, six investigated LLLT + E, three on HILT + E, and one evaluated both. All the studies had high PEDro scores. However, as most of the studies employed a single type of laser therapy, only indirect comparison of LLLT + E and HILT + E was possible. This study found all treatment modalities were effective in reducing KOA symptoms. Interestingly, relative to control, the meta-analysis showed significant improvements in knee pain, stiffness and function for the HILT + E.

Conclusion Both LLLT and HILT are beneficial as adjuncts to rehabilitation exercise in the

management of KOA. Based on an indirect comparison, the HILT + E seems to have higher efficacy in reducing knee pain and stiffness, and in increasing function. To confirm this finding, a direct comparative investigation of the two types of laser therapy may be necessary.

1.3.51 GRIFFIN W. ROOKER, et al.

Analysis of unexpected disruptive effects of contingent food reinforcement on automatically maintained self-injury

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 62-79p.

Research has identified treatment-responsive and treatment-resistant subtypes of automatically maintained self-injurious behavior (ASIB) based on patterns of responding in the functional analysis (FA) reflecting its sensitivity to disruption by alternative reinforcement, and the presence of self-restraint. Rooker et al. (2019) unexpectedly observed reductions in treatment-resistant self-injury while participants performed an operant task. The current study further examined this in nine participants with treatment-resistant ASIB in an example of discovery-based research. An operant task engendering high rates of responding (switch-pressing) to produce food, reduced self-injury across all participants, and eliminated self-injury for some participants under certain schedules. Although this finding must be replicated and evaluated over longer time periods, it provides some evidence that alternative reinforcement can disrupt self-injury in these treatment-resistant subtypes under some conditions. Reinforcer and response competition are discussed as possible mechanisms underlying these disruptive effects, as are the potential implications of these findings regarding treatment.

1.3.52 HEATHER M. PANE, et al.

A comparison of development-matched and age-matched targets on play skills of children with autism spectrum disorder

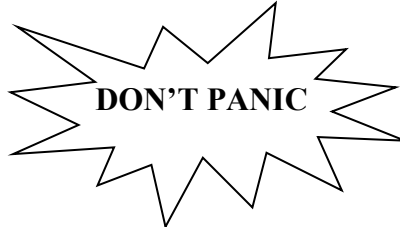
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 195-213p.

Although neurotypical children often spend the majority of their time engaged in play activities, children with autism spectrum disorder (ASD) can present with substantial delays in the development of play skills, requiring intensive intervention. Although targets for language and basic learning skills are often selected based on the development of neurotypical children (e.g., Sundberg, 2008), little research has been conducted on methods for selecting play skill targets. The current study compared acquisition of play skills that were development-matched (DM) and age-matched (AM) with 4 children diagnosed with ASD. Targets were selected based on the results of the Developmental Play Assessment (DPA; Lifter, 2008). No contrived prompts or consequences were used to teach play skills in either condition. Generalization was programmed for by teaching with 3 sets of toys in both conditions. All participants demonstrated acquisition of DM play targets and generalization to novel toys; none of the participants acquired AM play targets.

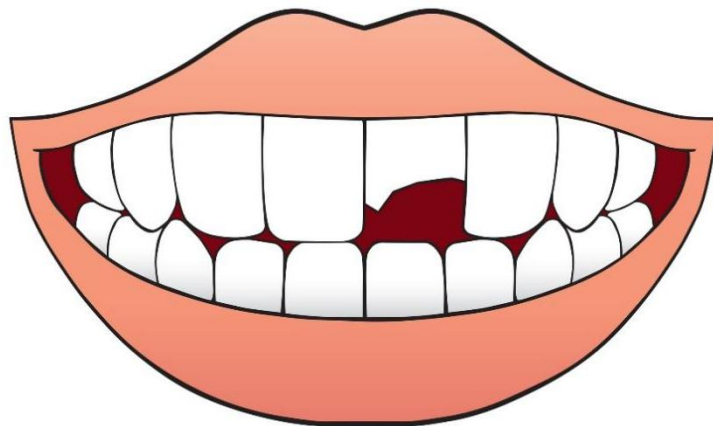
WHAT TO DO FOLLOWING A DENTAL TRAUMA DUE TO EPILEPTIC
ATTACK OR DUE TO SOME OTHER CAUSE/INJURY

SAVE YOUR TOOTH

MOST OF YOUR PERMANENT TOOTH MAY BE SAVED IF YOU GET TO KNOW
WHAT TO DO AFTER A BLOW OR INJURY TO THE MOUTH



WHAT TO DO IF YOUR TOOTH IS BROKEN?



- ✓ Find The Piece Of Tooth
- ✓ It Can Be Glutted On
- ✓ To Be Possible Seek Attention Immediately From A Dentist
- ✓ It Can Be Fixed

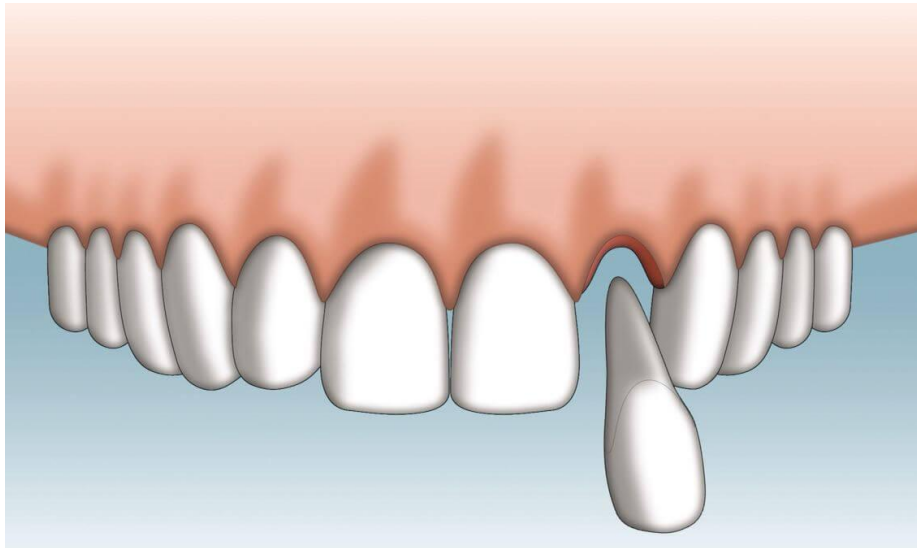
BEFORE:



AFTER:

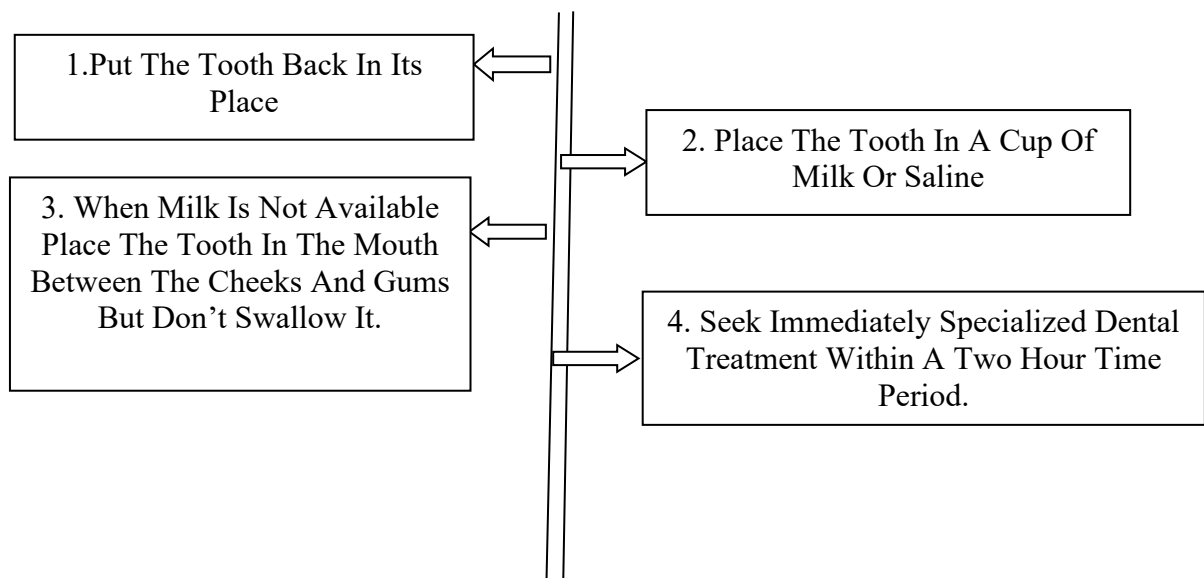


WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



- ✓ Find The Tooth
- ✓ Hold It By The Crown (Upper Part Of The Tooth)
- ✓ Rinse In Cold Running Tap Water
- ✓ Do Not Try To Clean The Tooth By Brushing

DO ONE OF THESE ALTERNATIVES

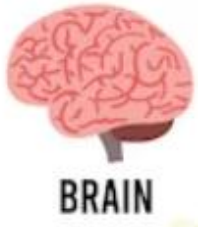


DR. NEETA NILAMWAR (MDS)
ASSISTANT PROFESSOR (NIEPID)

HOW UNHEALTHY TEETH CAN AFFECT YOUR OVERALL HEALTH

“A healthy living starts with healthier teeth”.

The health of your mouth directly impacts the health of the rest of the body.



THE BRAIN - Your memory may suffer due to oral bacteria. Oral bacteria may spread to the brain and contribute to the type of degeneration linked to Alzheimer's Disease (Short Term Memory Loss).

Those who suffer from gum disease for more than 10 years are 70% more likely to develop Alzheimer's Disease.



THE LUNG - Unhealthy teeth can affect your breathing. Gum disease increase the chance of getting respiratory infections such as COPD (Chronic Obstructive Pulmonary Disease) and Pneumonia.



THE KIDNEY – Tooth loss can increase the risk of kidney diseases. A study suggest that tooth loss adults may be more at risk of kidney diseases.



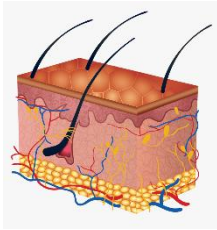
THE HEART – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

Up to 50% of heart attacks and strokes are triggered by oral pathogens. (CIRCULATION 2013)



THE PANCREASE – According to study published on 17th January 2007 in journal of the national cancer institute, advanced gum disease increases the likelihood of the pancreatic cancer.

Gum disease lowers glycemic control results in diabetes (AAOSH)



THE SKIN – Oral disease can affect the health of your skin. Gum recession and bone loss of the jaw can cause underlying skin to look older.

Your oral health can impact your entire wellbeing. Good oral hygiene means a healthier lifestyle.

DR. NEETA NILAMWAR (MDS)
ASSISTANT PROFESSOR (NIEPID)

1.4 Speech Pathology & Audiology

1.4.53 KRIS L. BROCK, et al.

Attitudes Toward and Perceived Communicative Competence of Individuals with Aphasia Using Speech-Generating Devices

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 38(1), MARCH 2022, 15-28p.

The purpose of this study was to investigate the effects of interface display and respondent group on listener attitudes toward and perceived communicative competence of persons with aphasia. The Attitudes Toward Nonspeaking Persons scale and the Communicative Competence Scale was used to measure listener attitudes and communicative competence, respectively. A 2×3 mixed factorial design was used. Interface display videos served as the within-subjects variable (i.e., grid and scene displays), and the respondent group served as the between-subjects variable. A total of 113 respondents (i.e., undergraduate lower-division students, undergraduate upper-division students, and family caregivers of individuals with aphasia) watched an individual with aphasia using a grid display in one video and a scene display in another video. The respondents completed the two scales. Significant main effects ($p < .05$) were found for interface display and respondent group. The use of scene displays had a more favorable impact on competence ratings than the use of grid displays. Family caregiver ratings were significantly ($p < .05$) more favorable than ratings from other groups. The Communicative Competence Scale was found to be a reliable measure of perceived communicative competence. Scene displays have the potential to enhance the perceived communicative competence of this population.

1.4.54 EMILY LORANG, et al.

Speech-language pathologists' practices in augmentative and alternative communication during early intervention

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 38(1), MARCH 2022, 41-52p.

This survey study examined augmentative and alternative communication (AAC) practices reported by early intervention speech-language pathologists (SLPs) across the United States ($N = 376$). The study examined (a) types of AAC that SLPs reported using (i.e., sign language, photographs, pictures, symbols, talking switches, and iPad apps or dedicated speech-generating devices); (b) SLPs' perspectives on the influence of child spoken language ability on AAC recommendations; (c) factors that influenced AAC decision-making within early intervention; and (d) perceived barriers associated with AAC implementation. SLPs reported that they were significantly more likely to introduce all types of AAC to children without spoken language abilities compared to children in later stages of language development. On average, they were most likely to report using or recommending sign language and photographs, and least likely to report using or recommending talking switches or speech-generating devices. Of the options provided, child expressive and receptive language abilities were rated as the most important factors to consider when determining AAC use, followed by cognitive ability, diagnosis, and chronological age. SLPs identified caregiver buy-in and carryover across providers as the most significant barriers to AAC implementation. Recommendations for future research and current AAC practices within early intervention are discussed.

1.4.55 PAULINE FRIZELLE & CAOIMHE LYONS

The development of a core key word signing vocabulary (Lámh) to facilitate communication with children with down syndrome in the first year of mainstream primary school in Ireland
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 38 (1), MARCH 2022, 53-66p.

Key word signing, an unaided augmentative, and alternative communication (AAC) system is commonly used by children with Down syndrome who attend mainstream primary schools. To ensure the successful use of key word signing within a mainstream environment, a meaningful, contextually appropriate sign vocabulary must be available to all communication partners. The aim of this study was to develop a core school-based key word signing vocabulary to facilitate effective communication between children with Down syndrome and their communication partners in the first year of mainstream primary school. Four key groups—participants with Down syndrome, their peers, teachers, and special needs assistants—and a speech-language pathologist contributed to the vocabulary over the course of an academic year, through observations, semi-structured interviews, and guided tours of the school environment. Based on criteria of frequency and commonality, 140 words were considered to be core vocabulary. The current study provides new insights into the complex process of vocabulary selection for children who use key word signing at school and highlights the importance of access to a functional sign vocabulary in facilitating inclusive education practices.

1.4.56 MARIKA R. KING & GLORIA SOTO

Code-switching using aided AAC: toward an integrated theoretical framework
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 38(1), MARCH 2022, 67-76p.

Multilingual individuals who use augmentative and alternative communication (AAC) often shift between language environments and speakers of different languages; thus, code-switching (or alternating between languages or dialects within or across contexts) becomes necessary for effective communication. Recently, AAC product developers have responded to this need by building multilingual AAC systems; however, research in multilingualism and AAC is lacking. In this paper, we discuss theoretical and practical implications for research related to code-switching using aided AAC. We use available literature investigating the sociolinguistic, psycholinguistic, and usage-based aspects of code-switching in spoken or signed modalities as a starting point for considering code-switching using aided AAC. We present examples illustrating the varied expression of codeswitching across aided AAC modalities and discuss directions for future research.

1.4.57 ALEXANDRA STURM, et al.

Advancing methodologies to improve RRB outcome measures in autism research: Evaluation of the RBS-R

PSYCHOLOGICAL ASSESSMENT, VOL. 34(1), JAN 2022, 30-42p.

This study evaluates the psychometric properties (dimensionality, item bias, reliability) of the Repetitive Behavior Scale-Revised (RBS-R), provides scoring guidelines for the dimensional measure, and makes recommendations for future RRB measure development. Participants included individuals from three large autism data repositories; Simon Foundation Powering Autism Research for Knowledge (SPARK), Simons Simplex Collection (SSC), and National Database for Autism Research (NDAR). The total sample included N = 15,318 autistic

individuals ages 3–18. Confirmatory factor analysis was used to evaluate competing theoretical factor structures. Item response theory (IRT) was used to evaluate differential item functioning, estimate the reliability of each RBS-R subdomain, and score the subdomains. A unidimensional factor structure demonstrated clearly inadequate model fit, calling into question the practice of reporting a total score on the RBS-R. A five-dimensional factor structure was supported by the theoretical and empirical evidence, though the fifth factor (restricted interests) was not sufficiently reliable for use. IRT-based scoring tools were generated for use in research. The present study illustrates the promise in the future development of measures for RRBs, particularly in the development of measures to separately and specifically assess RRB constructs using rigorous methodological guidelines.

1.4.58 JEFFREY J. WOOD, et al.

Personalized autism symptom assessment with the Youth Top Problems Scale: Observational and parent-report formats for clinical trials applications

PSYCHOLOGICAL ASSESSMENT, VOL. 34(1). JAN 2022, 43-57p.

Few measures of autism-related symptoms have been established as both psychometrically robust and sensitive to the effects of treatment. In the present study, a personalized measure of autism-related symptoms using the Youth Top Problems (YTP) method (Weisz et al., 2011) was evaluated. Participants included 68 children with diagnoses of autism (ages 6–13 years), and their parents, who were randomized to cognitive behavioral therapy (CBT) or enhanced standard community treatment (ESCT) addressing autism-related symptoms. At pretreatment, parents described their child's top autism-related problems (YTPs) in their own words and rated the severity of these problems on a Likert-type scale. Parents also made daily severity ratings on the child's top three YTPs for 5 days prior to treatment and 5 days following treatment while videorecording their child's behavior at home on each of these days. Trained observers coded these videorecordings, focusing on the same YTPs that the parents rated. Parents also completed standardized checklists of autism-related symptoms and general mental health symptoms. There was evidence of convergent and discriminant validity as well as good test–retest reliability for the YTP measures. YTP severity scores converged with the standardized measure of autism-related symptoms. Parent-reported YTP scores predicted observers' YTP scores at the daily level, and both parent-reported and observers' YTP scores decreased from pre- to post treatment. Observers' ratings of the videorecordings exhibited sensitivity to treatment condition. These applications of the YTP method are promising and may complement standardized symptom checklists for clinical trials focusing on autism-related symptoms.

1.4.59 JAY BUZHARDT, et al.

Exploring Growth in Expressive Communication of Infants and Toddlers With Autism Spectrum Disorder

JOURNAL OF EARLY INTERVENTION, VOL. 44(1), MARCH 2022, 3-22p.

One of the earliest indicators of autism spectrum disorder (ASD) is delay in language and social communication. Despite consensus on the benefits of earlier diagnosis and intervention, our understanding of the language growth of children with ASD during the first years of life remains limited. Therefore, this study compared communication growth patterns of infants and toddlers with ASD to growth benchmarks of a standardized language assessment. We conducted a retrospective analysis of growth on the Early Communication Indicator (ECI) of 23 infants and toddlers who received an ASD diagnosis in the future. At 42 months of age,

children with ASD had significantly lower rates of gestures, single words, and multiple words, but significantly higher rates of nonword vocalizations. Children with ASD had significantly slower growth of single and multiple words, but their rate of vocalization growth was significantly greater than benchmark. Although more research is needed with larger samples, because the ECI was designed for practitioners to monitor children's response to intervention over time, these findings show promise for the ECI's use as a progress monitoring measure for young children with ASD. Limitations and the need for future research are discussed.

1.5 General

1.5.60 CRAIG COLLINSON

Dyslexics and Othering: an anti-definitional approach to Lexism

BRITISH JOURNAL OF SPECIAL EDUCATION (BJSE), VOL. 49(1), MARCH 2022, 24-40p.

Lexism (the Othering of dyslexics) currently lacks a clear definition. In this conceptual article, I argue that Lexism does not require any such definition; indeed definitions generally can be unhelpful. To understand Lexism I provide examples of how we might use the concept in a series of hypothetical cases. Exemplars avoid the need for definitions, which, for a soft category such as Lexism, would be too constraining. I conclude by drawing on the work of Paulo Freire as a theoretical lens to enhance further how we might understand Lexism, and dyslexia.

1.5.61 SAVANNAH KAYE, et al.

Factor structure and validity of the Inventory of Depression and Anxiety Symptoms-II (IDAS-II) in a chronic back pain treatment-seeking sample

PSYCHOLOGICAL ASSESSMENT, VOL. 34(1), JAN 2022, 3-9p.

Many patients who seek treatment for chronic back pain are also at a higher risk of having comorbid anxiety- and depression-related disorders. Measures of mood and anxiety are routinely used in medical settings to screen for depression- and anxiety-related symptoms. However, factor analyses of other measures of mood and anxiety in medical settings often detect a somatization factor which, in turn, limits their discriminant validity for use across medical settings. The Inventory of Depression and Anxiety Symptoms-II (IDAS-II) is a comprehensive self-report inventory that assesses varying aspects of mood and anxiety. The purpose of this investigation is to examine the three-factor structure and validity of the IDAS-II in a chronic pain treatment-seeking sample. A total of 169 patients completed the IDAS-II and the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) upon admission. Confirmatory factor analyses were computed using the scales of the IDAS-II and zero-order correlations between the IDAS-II factors from the best-fitting model and scale scores of the MMPI-2-RF. Overall, a three-factor structure of the IDAS-II was not supported; instead, a one-factor solution fit best. Using the MMPI-2-RF as external criteria, the one-factor of the IDAS-II correlated highest with the Somatic Complaints scale and the Demoralization scale. Overall, item content on the IDAS-II shares overlap with many symptoms that patients with chronic pain likely would endorse. Discussion about implications of using mood/anxiety measures and models in medical settings that are in line with the Hierarchical Taxonomy of Psychopathology (HiTOP) are discussed.

1.5.62 GERARD FLENS, et al.

Construct validity, responsiveness, and utility of change indicators of the Dutch-Flemish PROMIS item banks for depression and anxiety administered as computerized adaptive test (CAT): A comparison with the Brief Symptom Inventory (BSI)

PSYCHOLOGICAL ASSESSMENT, VOL. 34(1), JAN 2022, 58-69p.

We evaluated construct validity, responsiveness, and utility of change indicators of the Dutch-Flemish PROMIS adult v1.0 item banks for Depression and Anxiety administered as

computerized adaptive test (CAT). Specifically, the CATs were compared to the Brief Symptom Inventory (BSI) using pre- and re-test data of adult patients treated for common mental disorders (N = 400; median pre-to-re-test interval = 215 days). Construct validity was evaluated with Pearson's correlations and Cohen's ds; responsiveness with Pearson's correlations and pre-post effect sizes (ES); utility of change indicators with kappa coefficients and percentages of (dis)agreement. The results showed that the PROMIS CATs measure similar constructs as matching BSI scales. Under the assumption of measuring similar constructs, the CAT and BSI Depression scales were similarly responsive. For the Anxiety scales, we found a higher responsiveness for CAT (ES = 0.64) compared to the BSI (ES = 0.50). Finally, both CATs categorized the change scores of more patients as changed compared to matching BSI scales, indicating that the PROMIS CATs may be more able to detect actual change than the BSI. Based on these findings, the PROMIS CATs may be considered a modest improvement over matching BSI scales as tools for reviewing treatment progress with patients. We discuss several additional differences between the PROMIS CATs and the BSI to help test users choose instruments. These differences include the adopted measurement theory (Item Response Theory vs. Classical Test Theory), the mode of administration (CAT vs. fixed items), and the area of application.

1.5.63 GORDON L. FLETT

An Introduction, Review, and Conceptual Analysis of Mattering as an Essential Construct and an Essential Way of Life

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL.40(1), FEBRUARY 2022, 3-36p.

While the importance of having self-esteem is widely recognized and has been studied extensively, another core component of the self-concept has been relatively neglected—a sense of mattering to other people. In the current article, it is argued that mattering is an entirely unique and complex psychological construct with great public appeal and applied significance. The various ways of assessing mattering are reviewed and evidence is summarized, indicating that mattering is a vital construct in that deficits in mattering are linked with consequential outcomes at the individual level (i.e., depression and suicidal tendencies), the relationship level (i.e., relationship discord and dissolution), and the societal level (i.e., delinquency and violence). Contemporary research is described which shows that mattering typically predicts unique variance in key outcomes beyond other predictor variables. Mattering is discussed as double-edged in that mattering is highly protective but feelings of not mattering are deleterious, especially among people who have been marginalized and mistreated. The article concludes with an extended discussion of key directions for future research and an overview of the articles in this special issue. It is argued that a complete view of the self and personal identity will only emerge after we significantly expand the scope of inquiry on the psychology of mattering.

1.5.64 JOSHUA C. WATSON, et al.

Distress Among Adolescents: An Exploration of Mattering, Social Media Addiction, and School Connectedness

JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL. 40(1), FEBRUARY 2022, 95-107p.

This study aimed to explore the effects of mattering, social media addiction, online activity, school connectedness, age, and gender on anxiety/depressive symptomatology among U.S.

adolescents. A nationally representative Qualtrics panel sample consisting of 441 adolescents ($M_{\text{age}} = 17.3$; $SD_{\text{age}} = 1.67$) participated in this study. The results of a three-step hierarchical multiple regression analysis indicated that gender, social media usage, and mattering were most strongly associated with adolescent distress (i.e., anxiety/depressive symptom reporting). For the full predictive model with all six predictors added, mattering was found to significantly improve the prediction of adolescents' anxiety/depressive symptomatology, contributing an additional 12.8% of explained variance. For this sample, adolescent girls participants reported experiencing more anxiety/depressive symptoms. Furthermore, higher levels of social media usage, indicative of an addictive stage, and lower levels of mattering were related to more significant anxiety/depressive symptomatology. Overall, mattering was found to significantly correlate with adolescent distress, online activity, problematic social media usage, and school connectedness, evidencing its importance in addressing adolescent mental health.

1.5.65 CHERYL L. SOMERS, et al.

The Utility of Brief Mattering Subscales for Adolescents: Associations with Learning Motivations, Achievement, Executive Function, Hope, Loneliness, and Risk Behavior
JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL.40 (1), FEBRUARY 2022, 108-124p.

The current study examined the feasibility of adapting an existing measure to create a brief mattering measure suitable for use with adolescents. We then evaluated this brief measure by testing the hypothesis that mattering in adolescents is associated broadly with positive achievement outcomes and associated motivational orientations and behavioral tendencies. A sample of 206 high school students completed a slightly modified version of the Mattering Index, the Pattern of Adaptive Learning Scales, and a measure of executive function. School grades, school risk behavior, and social risk behavior were also assessed. Participants also completed measures of hope and loneliness. Psychometric analyses resulted in two brief four-item mattering subscales tapping a) general mattering and b) mattering by giving value to others. Correlational and regression analyses established that both mattering factors were associated with a positive academic orientation and higher grades. Mattering was also associated with less risk behavior, lower levels of loneliness, and higher levels of hope. Gender differences were found in terms of levels of mattering and the correlates of mattering. The findings are discussed in terms of how a focus on the promotion of mattering should contribute to an adaptive academic orientation, enhanced self-regulation, and the capacity to be adaptable and resilient.

1.5.66 BARBARA GIANGRASSO, et al.

Mattering and Anti-Mattering in Emotion Regulation and Life Satisfaction: A Mediation Analysis of Stress and Distress During the COVID-19 Pandemic
JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT (JPA), VOL. 40(1), FEBRUARY 2022, 125-141p.

The current study focused primarily on the associations that feelings of not mattering have with life satisfaction, stress, and distress among students trying to cope with the uncertain and novel circumstances brought about by the COVID-19 pandemic. A sample of 350 University students from Italy completed measures that included the General Mattering Scale and the Anti-Mattering Scale, as well as measures of self-esteem, difficulties in emotion regulation, life satisfaction, perceived stress, anxiety, and depression. Psychometric analyses confirmed

the factor structure, reliability, and validity of the General Mattering Scale and the Anti-Mattering Scale. As expected, feelings of not mattering were associated with lower life satisfaction as well as with greater reported difficulties in emotion regulation, stress, and distress. Mattering and self-esteem were both unique predictors of levels of life satisfaction during the pandemic. The results of mediational analyses suggested that individuals who feel as though they do not matter may be especially vulnerable to stress, depression, and anxiety and this may promote a decline in life satisfaction. Given the potential destructiveness of feelings of not mattering, in general but especially during a global pandemic, it is essential to proactively develop interventions and programs that are designed to enhance feelings of mattering and reduce anti-mattering experiences and feelings.

1.5.67 KIMBERLY A. HILE & ROSA MILAGROS SANTOS

“Would You Like to Hear a Story?”: Collaborating With Families Using Photo-Elicitation

JOURNAL OF EARLY INTERVENTION, VOL. 44(1), MARCH 2022, 40-57p.

Research related to family empowerment and capacity-building suggests that families facing multiple risk factors (e.g., presence of a disability, poverty, single parents, low levels of maternal education, etc.) may experience feelings of powerlessness when asked by professionals to make decisions on behalf of their families. The purpose of this study was to explore a particular strategy for engaging families experiencing multiple risk factors, including caring for young children with disabilities, to work collaboratively with Head Start professionals when planning and implementing family-centered interventions. Specifically, we examined how photo-elicitation may empower families to share their personal stories as a pathway to building meaningful relationships with their Head Start family service workers. A qualitative approach via thematic analysis was used. Findings begin to address the need for identifying innovative strategies for building family capacity with Head Start families, specifically those caring for young children with disabilities.

1.5.68 K. GILLIAN CAMPBELL, et al.

Management of urinary incontinence in athletic women: the POSITIVE feasibility study

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 30-37p.

Objectives To investigate the feasibility and acceptability of conducting a future trial of physiotherapy to manage urinary incontinence (UI) in athletic women.

Design Feasibility study with nested qualitative interviews.

Setting Community clinics: university and private.

Participants Adult women who i) lived locally, ii) provided informed consent iii) self-reported UI iv) exercised at high/moderate intensity for over 150 minutes and over three times a week.

Interventions Up to seven sessions of tailored physiotherapy delivered over 6-months. Despite some variation in prescription and progression, all programmes included elements of pelvic floor muscle training undertaken in clinic and at home.

Main outcome measures Recruitment, eligibility of those screened, consent, data completion and attendance rates: assessed to determine feasibility of progression to a definitive trial. The acceptability of specific outcome measures, the intervention and of randomisation within a future trial was also examined.

Results Direct recruitment of athletic women from sporting venues was feasible and acceptable. Most women not only consented to an intimate examination as part of the assessment, but described this as an important part of the intervention. Attendance rates and

data completion was generally high but the return of 3-day fluid charts was poor: this was also reflected in comments by participants that these were difficult to incorporate into daily life. The addition of a smartphone app to aid motivation and monitoring was welcomed but further education in its use may enhance compliance.

Conclusions Direct recruitment from sporting venues was acceptable and feasible. Women valued assessment and treatment for UI.

1.5.69 DAVE P. THOMPSON, et al.

The role of self-efficacy and catastrophizing in explaining improvements in disability, pain and fatigue among patients with chronic widespread pain treated with physiotherapy: an exploratory analysis

PHYSIOTHERAPY, VOL. 114, MARCH 2022, 96-102p.

Objectives Most research exploring the relationship between cognitive factors (catastrophizing and self-efficacy beliefs) and levels of pain, disability and fatigue in patients with chronic widespread pain has been performed in multidisciplinary environments. It is less clear whether these associations are valid in other clinical environments. This study therefore aimed to establish whether changes in cognitive factors were related to changes in pain, disability and fatigue among patients treated in a physiotherapy-led symptom management programme.

Design A longitudinal pre-post treatment study. Regression analyses were performed with change in pain, disability, physical and mental fatigue as the dependent measures. Demographics, change in pain and fatigue (when not dependent variables) and cognitive factors were entered as independent variables. β values were calculated for the final model.

Setting Two out-patient physiotherapy departments in Manchester, UK.

Participants Fifty patients with persistent widespread pain.

Intervention A physiotherapist-led symptom management programme.

Main outcome measures Disability (Fibromyalgia Impact Questionnaire), Pain (Numeric Pain Rating Scale and Fatigue (Chalder Fatigue Scale)

Results Significant changes in disability, fatigue and cognitive factors were observed after treatment. Changes in self-efficacy beliefs ($\beta = -0.38$, $P < 0.05$) and catastrophizing ($\beta = 0.41$, $P < 0.05$) were significantly related to reductions in disability. There was no significant relationship between change in the cognitive variables and change in pain or fatigue.

Conclusions Self-efficacy beliefs and catastrophizing were important determinants of change in disability, but not pain or fatigue among patients with chronic widespread pain attending physiotherapy. Cognitively-informed physiotherapy appeared to be effective in reducing disability and fatigue and modifying cognitive factors. Such interventions may offer an effective treatment option for patients with chronic widespread pain and future randomised controlled trials are required to fully assess this.

1.5.70 DARRYL SELLWOOD, et al.

Facilitators and barriers to developing romantic and sexual relationships: lived experiences of people with complex communication needs

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 38(1), MARCH 2022, 1-14p.

The aims of this study were to investigate the lived experiences of people with complex communication needs in developing romantic and sexual relationships, and identify and

explore barriers and facilitators they encountered in pursuing these relationships. For the study, nine participants were interviewed. All were at least 21-years-old, used augmentative and alternative communication, and had physical and communication disabilities since childhood. A methodology employing critical hermeneutics, a form of interpretive phenomenology, and Feminist Standpoint Theory was utilized. The World Health Organization (WHO) International Classification of Functioning, Disability and Health (ICF) model (2013) was used to develop questions for the semi-structured interviews. Interview data were analyzed using reflexive thematic analysis, with the ICF model and the concept of ableism used to identify four main themes: (a) Attitudes of others (ableism), (b) Communication Within Intimate Moments, (c) Assistance of Support Workers, and (d) Additional Education Related to Sexuality and Disability. Most of the barriers participants encountered related to ableist attitudes they experienced from others. Facilitators included creative communication strategies for intimate moments and using dating websites. The participants' experiences bring attention to the need for changes in policies, practice, and research to further support people with complex communication needs in their quest to develop intimate relationships.

1.5.71 DAVID P. HURFORD & AUTUMN WINES

Parents can accurately and reliably administer an online dyslexia evaluation tool

AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES, VOL. 27(1), MAY 2022, 1-17p.

The purpose of the present study was to examine the potential that parents could effectively administer an online dyslexia evaluation tool (ODET) to their children. To this end, four groups consisting of parents and trained staff were compared. Sixty-three children (36 females and 27 males) participated. The children in each group were assessed twice. In the Parent–Parent group, children were assessed at Time 1 and 2 by their parents, in the Parent–Professional group children were assessed at Time 1 by their parents and Time 2 by trained staff, in the Professional–Parent group children were assessed at Time 1 by trained staff and Time 2 by their parents and in the Professional–Professional group, children were assessed at Time 1 and Time 2 by trained staff. The results indicated that parents performed nearly identically to trained professionals, suggesting that parents could reliably administer the ODET.

1.5.72 ELVIRA KALENJUK, et al.

A scoping review to map research on children with dysgraphia, their carers, and educators

AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES, VOL. 27(1), MAY 2022, 19-63p.

The aim of this scoping review was to systematically map and summarise recent peer-reviewed research on children with dysgraphia between 2015 and May 2021. The research included the perspectives of children, carers, and educators. Dysgraphia is a largely unrecognised specific learning disorder (SLD) in writing that manifests as a disability in handwriting, spelling, and/or composition skills during child development. Data from 77 studies from across five databases were charted to address four key questions and to direct future research. The findings included: (1) limited representations of participants using mostly quantitative methods; (2) children aged 9–14 as suitable for research recruitment; (3) thematic prevalence such as handwriting, spelling, and technology; and (4) low rates of international research output. Thus, future research may focus on compositional difficulties

or research participants (children with dysgraphia, carers, and educators) sharing their lived experiences of dysgraphia. This may lead to improved awareness, professional development, and enhanced teacher resources.

1.5.73 SHARON GOLDFELD, et al.

Tier 2 oral language and early reading interventions for preschool to grade 2 children: a restricted systematic review

AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES, VOL. 27(1), MAY 2022, 65-113p.

This systematic review investigated small-group Tier 2 interventions to improve oral language or reading outcomes for children during preschool and early primary school years. Literature published from 2008 was searched and 152 papers selected for full-text review; 55 studies were included. Three strength of evidence assessment tools identified a shortlist of six interventions with relatively strong evidence: (a) Early Reading Intervention; (b) Lonigan and Philips (2016) Unnamed needs-aligned intervention; (c) PHAB+WIST (PHAST)/PHAB+RAVE-O; (d) Read Well-Aligned intervention; (e) Ryder and colleagues' (2008) Unnamed Phonological Awareness and Phonics intervention; and (f) Story Friends. Investigation of intervention componentry found common characteristics included 3–5 students, 4–5 sessions per week, minimum 11-week duration, content covering a combination of skills, modelling and explicit instruction, and trained personnel. Shortlisted interventions provide a useful foundation to guide further interventions and inform educators and policymakers seeking to implement effective evidence-based interventions in the early years of schooling.

1.5.74 NATALIA R. HENDERSON-FARANDA, et al.

Using Computer Assisted Instruction to Improve Reading Comprehension of Children on the Autism Spectrum: A Pilot Study

AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES, VOL. 27(1), MAY 2022, 135-167p.

Many children on the autism spectrum have difficulty developing reading comprehension skills. This multiple phase single case design pilot study examined the impact of a computer-assisted reading tool, Reading Eggspress™, with or without teacher directed instruction on the reading comprehension skills of four children on the autism spectrum (mean age 9 years, 10 months). Participants engaged in two randomised intervention phases, each lasting four weeks. Phase A involved Reading Eggspress™ plus teacher directed instruction of graphic organiser use and Phase B involved Reading Eggspress™ alone. Two participants made significant gains on a standardised measure of reading at post-test. Three participants made gains in median reading comprehension probe scores. Both phases appeared equally supportive of reading comprehension. Participants learned to use graphic organisers to support their comprehension during the intervention. Social validity questionnaires completed by parents, teachers and the participants indicated high acceptability of the intervention package.

1.5.75 SARAH N. DOUGLAS, et al.

Validation of Wearable Sensor Technology to Measure Social Proximity of Young Children With Autism Spectrum Disorders

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(1), MARCH 2022, 24-33p.

Children with autism spectrum disorders (ASD) struggle to develop appropriate social skills, which can lead to later social rejection, isolation, and mental health concerns. Educators play an important role in supporting and monitoring social skills development for children with ASD, but the tools used by educators are often tedious, lack suitable sensitivity, provide limited information to plan interventions, and are time-consuming. Therefore, we conducted a study to evaluate the use of a sensor system to measure social proximity between three children with ASD and their peers in an inclusive preschool setting. We compared video-coded data with sensor data using point-by-point agreement to measure the accuracy of the sensor system. Results suggest that the sensor system can adequately measure social proximity between children with ASD and their peers. The next steps for sensor system validation are discussed along with clinical and educational implications, limitations, and future research directions.

1.5.76 GOKHAN TORET

Imitation Recognition by Minimally Verbal Young Children: A Comparison Between Down Syndrome and Autism Spectrum Disorder

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(1), MARCH 2022, 34-45p.

Research has shown that children with autism spectrum disorder (ASD) display limited imitation recognition behaviors in comparison with typically developing children. However, the levels of imitation recognition of minimally verbal children with ASD relative to those with developmental disabilities are unknown. The purpose of this study was to compare the imitation recognition behaviors of 20 minimally verbal children with ASD and 20 minimally verbal children with Down syndrome (DS) when imitated by an adult in a play context. Results showed that children with ASD display more limited imitation recognition than children with DS. These results indicate that children with ASD are weaker in displaying imitation recognition. However, both groups displayed an association between imitation recognition and a variety of play actions in both groups.

1.5.77 AMY K. LZUNO-GARCIA, et al.

School Readiness for Children With Autism Spectrum Disorder: Critical Gaps and Call for Research

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(1), MARCH 2022, 46-55p.

Students who enter kindergarten without school readiness skills are more likely to demonstrate academic, behavioral, and social struggles during school. Children with autism spectrum disorder (ASD) are particularly at risk for underdeveloped school readiness skills, which can undermine academic achievement and result in poor long-term outcomes. The purpose of this article is to synthesize literature that aligns with a widely used Office of Head Start's model of school readiness, applied to children with ASD, and to present critical gaps in research and opportunities for practice that may improve school readiness in this population. Research in this area may ultimately help to enhance service delivery that improves preparation for school and, therefore, later academic and long-term life outcomes for students with ASD.

1.5.78 IPSHITA BANERJEE, et al.

Extending functional communication training to multiple language contexts in bilingual learners with challenging behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 80-100p.

Little research has highlighted how evidence-based practices (e.g., functional communication training [FCT]) might be adapted for bilingual learners with disabilities. In the current study, we served 2 children with autism spectrum disorder (ASD) and challenging behavior whose parents primarily spoke Spanish at home, and whose teachers primarily spoke English at school. Following traditional FCT (i.e., 1 language only), we systematically replicated the findings of Neely, Graber et al. (2020) by demonstrating that mands in the untrained language (i.e., English) did not emerge when trained mands (i.e., Spanish) contacted extinction in alternative-language contexts. Simultaneously, challenging behavior consistently resurged. After children received explicit training with both languages and were taught to change the language of request when initial attempts were unsuccessful (i.e., "repair the message" training), these same children successfully obtained high rates of reinforcement in both language contexts, and challenging behavior rarely occurred.

1.5.79 CHRISTINA A. SIMMONS, et al.

Efficiency and preference for alternative activities during schedule thinning with functional communication training

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 101-120p.

Functional communication training is an effective treatment for decreasing socially reinforced destructive behavior (Carr & Durand, 1985). Clinicians frequently use multiple schedules to thin the reinforcement schedule (Hanley et al., 2001). Individuals are often taught to wait for functional reinforcers without alternative programmed stimuli. However, concurrently available items and activities are often accessible in the natural environment. In this study, we taught 4 participants a functional communication response to access functional reinforcers. We implemented a multiple schedule during schedule thinning, comparing a control condition (nothing available during SΔ intervals) to separate conditions with items/activities (moderately preferred tangible items, attention, demands) noncontingently available during SΔ intervals. After reaching the terminal schedule in one condition, therapists assessed participant preference across SΔ conditions. For all participants, the terminal schedule was reached with alternative items and activities, and participant preference corresponded with the most efficient schedule thinning condition. Therapists also indicated preference for alternative items/activities.

1.5.80 CASEY IRWIN HELVEY & CAROLE M. VAN CAMP

Further comparison of isolated and synthesized contingencies in functional analyses

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 154-168p.

Recent research on functional analyses (FAs) has examined the extent to which problem behavior is maintained by single (isolated) or combined (synthesized) reinforcement contingencies. Outcomes of these analyses might differ depending on the sources of information that are used to inform contingencies included in test conditions. The purpose of the current study was to compare the outcomes of isolated FAs and synthesized contingency

analyses (SCAs) with 3 participants. Conditions in both analyses were informed by interviews and both unstructured and structured observations. Problem behavior for all 3 participants was maintained by 1 or 2 isolated reinforcers. Results suggested false-positive SCA results for 2 participants. For 1 participant, a second isolated reinforcer was identified following the SCA, indicating the induction of a novel function. Implications for the use of isolated and synthesized consequences are discussed, as well as the predictive validity of the assessments that are used to inform them.

1.5.81 JENNIFER N. FRITZ, et al.

Functional analysis and treatment of aggression exhibited by cats toward humans during petting

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 169-179p.

Human-directed aggression is a common problem that can often result in rehoming or relinquishing the cat as well as injuries and infections for the human. Functional analyses (FAs) have been used to determine the cause of problem behavior by human and nonhuman animals, and treatments developed based on FA results have been proven effective. This study applied this methodology to assess and treat human-directed aggression exhibited by 3 cats during petting. Results suggested that aggression during petting for all 3 cats was maintained by social-negative reinforcement (escape from petting), and differential reinforcement of other behavior plus within-session stimulus fading (escape contingent on the absence of aggression following a specified number of pets that systematically increased as aggression remained low) was effective in decreasing aggression for all 3 cats. All 3 cats were available for adoption through a rescue organization during the study, and all of the cats were adopted after completing treatment.

1.5.82 MALLORY QUINN, et al.

Pilot study of a manualized behavioral coaching program to improve dance performance

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 180-194p.

Dance instructors have limited access to training and professional development in behavioral coaching. Manualized interventions have the potential benefits of being readily accessible and affordable to dance instructors wanting to implement evidence-based behavioral coaching procedures. This study examined the potential efficacy of a manualized behavioral coaching intervention, the POINTE Program, to improve student dance performance. Four dance instructors and 4 students, ages 6 to 13 years participated. A multiple baseline design across skills was used to evaluate the student outcomes. The instructors successfully used the POINTE Program to identify target dance skills and select behavioral coaching procedures, and implemented selected coaching procedures with fidelity. Their implementation of behavioral coaching procedures (e.g., auditory feedback, video modeling with video feedback) resulted in improved target dance skills for all students. The results offer initial evidence of the efficacy of using a manualized behavioral coaching program designed to increase dance performance.

1.5.83 MARIÉLE DINIZ CORTEZ, et al.

Teaching a small foreign language vocabulary to children using tact and listener instruction with a prompt delay

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 249-263p.

This study consisted of a systematic replication of previous research examining the effects of tact and listener instruction on the emergence of native-to-foreign (NF) and foreign-to-native (FN) intraverbals in children who had experienced difficulties learning to read and write. We assigned different sets of stimuli to tact and listener conditions, and taught 4 children to tact or respond as listeners in a foreign language using a progressive prompt delay with differential reinforcement. All participants mastered tacts and listener responses in the foreign language. For all participants, tact instruction yielded greater emergence of intraverbals compared to listener instruction. Tact instruction also produced all possible bidirectional (NF and FN) intraverbals relations for 3 of 4 participants, but listener instruction never resulted in the emergence of all possible relations. These results replicate previous findings suggesting that tact instruction is a more efficient way to teach a foreign language and extend them to progressive prompt-delay procedures.

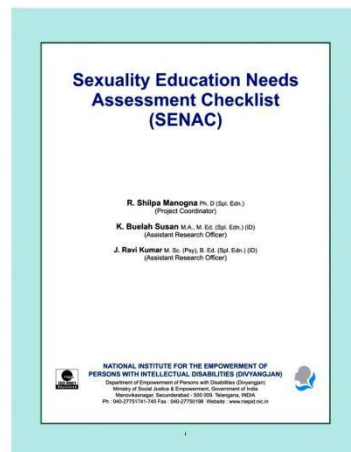
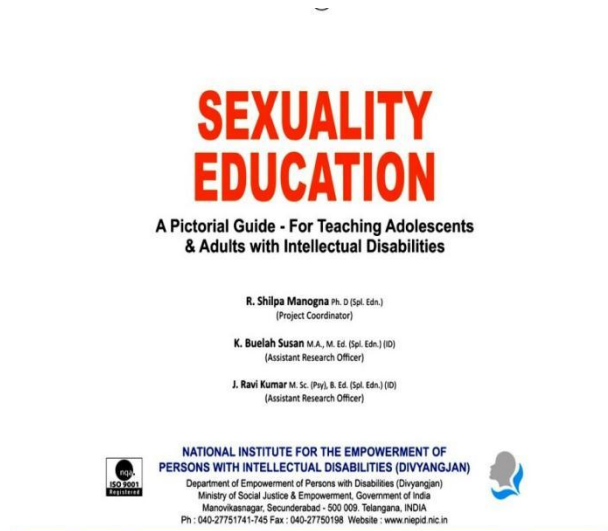
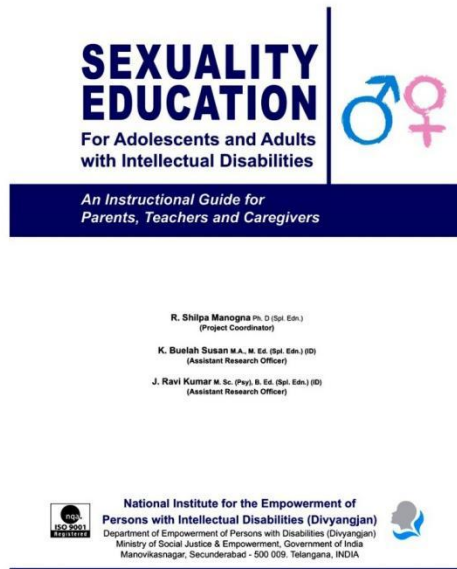
1.5.84 ASHLEY S. ANDERSEN, et al.

An evaluation of trial-based functional analyses of inappropriate mealtime behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 55(1), WINTER 2022, 264-289p.

Functional analyses allow clinicians to develop treatment targeting the variables maintaining a child's inappropriate mealtime behavior (Bachmeyer et al., 2019). Extended functional analyses can be inefficient, potentially delaying the onset of treatment. Researchers have suggested a trial-based functional analysis can increase assessment efficiency (Saini, Fisher, et al., 2019). This study compared trial-based functional analyses to extended functional analyses to determine the variables maintaining inappropriate mealtime behavior. We compared the efficiency and acceptability and evaluated treatments informed by the analyses. Exact correspondence between analyses was low (29%); however, most treatments indicated by the trial-based functional analyses (80%) resulted in improvements in the child's target behavior. The trial-based functional analysis required 71% less time than the extended functional analysis, and caregivers found analyses equally acceptable. Future researchers should continue refining trial-based functional analysis procedures to provide an efficient assessment that leads to efficacious treatment.

Books on Sexuality Education by NIEPID



SAMPLE ENTRY

BAROODY, A.J. \longrightarrow **Author**

Self Invented Addition Strategies by Children with Mental Retardation} \longrightarrow **Title**

AMERICAN JOURNAL ON MENTAL RETARDATION 101 (1), July 1976, 72-89p.

Name of the Journal

Volume Date of Publ. Pages

Issue

Children with mental retardation often seem incapable of self initiated learning. A training experiment was designed to determine whether such children could spontaneously invent more efficient addition strategies for calculating simple sums, apply these strategies to larger, unpracticed combinations; and retain these strategies after 5 months. An experimental group and a control group were shown a basic concrete counting procedure. Over 6 months, the experimental group was given regular opportunities to practice computing sums. Many of them invented calculational short cuts. On immediate and delayed post tests, they used significantly more sophisticated strategies than did control participants. Results suggested that children with mental retardation can invent, transfer and retain strategies or learning tasks.

Abstract



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