

KARAVALAMBAN

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

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SL. NO.	SUBJECT	PAGE NO.
1.1	Psychology	1-7
1.2	Special Education	8-12
1.3	Medical Sciences.....	13-22
1.4	Speech Pathology & Audiology.....	23-24
1.5	General.....	25-33

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Abstracts of Current Articles

1.1 Psychology

1.1.1 STACEY C. GREBE, ET. AL.

Anxiety in Angelman Syndrome

AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES, VOL. 127, NO.1. JANUARY 2022, 1-10p.

Angelman Syndrome (AS) is a neurodevelopmental disorder most commonly caused by the impaired expression of the maternal UBE3A gene on chromosome 15. Though anxiety has been identified as a frequently present characteristic in AS, there are limited studies examining anxiety in this population. Studies of anxiety in other neurodevelopmental disorders have found disorder specific symptoms of anxiety and age specific displays of anxiety symptoms. However, there is a consistent challenge in identifying anxiety in people with neurodevelopmental disorders given the lack of measurement instruments specifically designed for this population. Given the limited information about AS and anxiety, the aims of the current project were to (a) examine symptoms of anxiety in children with AS and (b) determine the correlates of anxiety in children with AS. Participants included 42 adult caregivers of youth with AS in the AS Natural History study who completed the Developmental Behavior Checklist (DBC). The results found that 26% of the sample demonstrated elevated symptoms of anxiety and established a relationship between elevated anxiety in youth with AS and higher levels of irritability, hyperactivity, self-absorbed behaviors, and disruptive/antisocial behaviors. Findings from this research provide a foundation for tailoring evidence-based assessments and treatments for youth with AS and anxiety.

1.1.2 Angela John Thurman, ET. AL.

Daily Living Skills in Adolescent and Young Adult Males With Fragile X Syndrome

AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES, VOL. 127, NO.1. JANUARY 2022, 64-83p.

By adulthood, most males with fragile X syndrome (FXS) require support to navigate day-to-day settings. The present study cross-sectionally: (1) characterized the profile of daily living skills in males with FXS and (2) examined associated participant characteristics (i.e., fragile X mental retardation protein [FMRP] expression, nonverbal cognition, language, autism symptomatology, and anxiety symptomatology) using the Waisman-Activities of Daily Living questionnaire. Males with FXS (n = 57, ages 15-23 years) needed more help/support in the areas of domestic and community daily livings skills, than in the area of personal daily living skills. Significant associations were observed between reduced daily living skills and lower nonverbal cognition, receptive language, expressive language, and increased autism symptomatology. Receptive language emerged as the strongest unique predictor of daily living skill performance.

1.1.3 ERIC SHYMAN, ET. AL.

Exploring the role of perception of social justice in predicting attitudes toward inclusive
INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.1, JAN-FEB 2022, 16-26p.

This formative study attempted to gather evidence for a theory postulating that inclusive education for students with disabilities is best facilitated by teachers with a strong sense of social justice. This theory was investigated by examining the connection between measures of perception of social justice and attitudes toward inclusive education of 96 preservice teachers in an undergraduate teacher preparation programme. Results indicated that there was a small but significant correlation between perception of social justice and attitudes toward inclusive education. Implications for the findings, limitations to the study and directions for future research are addressed.

1.1.4 CHEN HAN & THERESE M. CUMMING.

Behavioural supports for students with autism spectrum disorders: practice, policy, and implications for special education reform in China
INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.1, JAN-FEB 2022, 41-60p.

The educational inclusion of children with Autism Spectrum Disorder (ASD) can be challenging, due to behavioural issues. Scant research has been conducted to investigate behavioural interventions for students with ASD in the Chinese context. Since special education in China varies greatly from that in western countries such as Australia, particularly in the area of the effective application of evidence-based practices, this must be a priority for researchers and teachers alike. The current study employed a literature review to identify effective practices to support the acquisition of appropriate behaviours of children with autism in different educational environments and contexts. These findings were then used in combination with an analysis of international, Australian, and Chinese policies to make suggestions and recommendations for special education reform in China. Results suggest that antecedent interventions, Functional Behaviour Assessment (FBA), social stories, and teaching self-management are the four most effective practices to decrease the challenging behaviours of students with ASD. Suggestions for further research and policy reform are provided.

1.1.5 SUSANNE SCHWAB

How inclusive are the teaching practices of my German, Maths and English teachers? – psychometric properties of a newly developed scale to assess personalisation and differentiation in teaching practices.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.1, JAN-FEB 2022, 61-76p.

Within the current policy and legislative context of educating students with and without special educational needs (SEN) together in one classroom, the question that is frequently raised by educators relates to how best to implement inclusion and meet the different needs of their students in class. It is also important to understand *all* students' perceptions about being included in regular classrooms. Therefore, the study examined secondary school students' perceptions

about the use of inclusive teaching practices by their different subject teachers. The main objective was to report on the psychometric properties of a newly developed questionnaire measuring students' perceptions about their teachers' use of inclusive teaching practices. A total of 665 secondary grade students rated the use of inclusive teaching practices for their two main subject teachers (German, Maths or English). The study found that the 14-item scale had high reliability (α = ranging 0.81 for German to 0.87 for English teachers) and consisted of two factors ('Personalisation' and 'Differentiation'). According to the students' perceptions, all subject teachers used some inclusive practices but they were not highly inclusive. A comparison showed that Maths teachers were more inclusive compared to their German counterpart. Implications for school educators and researchers are discussed.

1.1.6 CALLIOPE HOLINGUE, ET. AL.

Screening for Dementia among Adults with Intellectual Disability: Outcomes from a Pilot Study. **JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(1), JANUARY - MARCH 2022, 20-36p.**

INTRODUCTION: Screening for dementia among individuals with ID is important to identify individuals in need of care and support. The objective of this pilot study was to identify obstacles associated with screening and assessment of dementia among older adults with ID in a crisis-prone population.

METHOD: The Early Detection Screen for Dementia (EDSD) was administered to eligible enrollees ages 50 years and older within the START (Systemic, Therapeutic, Assessment, Resources, and Treatment) program. Focus groups were carried out to understand the barriers to screening and diagnosis of dementia.

RESULTS: Of the 95 eligible enrollees, 63 participants had dementia screening tools completed. Obstacles identified through focus groups included difficulty differentiating changes from baseline function, competing priorities in this crisis-prone population, lack of access to providers, and an unclear understanding of the benefit or purpose of screening among some caregivers. START coordinators noted that the EDSD provided a helpful way to collect information and document changes in the enrollee's functioning.

CONCLUSIONS: The EDSD may be helpful for capturing potential dementia-associated changes overtime in crisis-prone adults with ID, though obstacles remain to the access of further evaluation for dementia.

1.1.7 SUSAN D MAYES, ET. AL.

Relationship between IQ and Internalizing and Externalizing Symptoms in Children with Autism and Children with ADHD.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(2), JANUARY - MARCH 2022, 95-110p.

INTRODUCTION: Findings regarding the relationship between IQ and comorbidity in autism and ADHD are inconsistent.

METHODS: Mothers rated 1,436 children with autism and 1,056 with ADHD without autism (IQs 9–149, ages 2–17) on the Pediatric Behavior Scale.

RESULTS: Children with IQs < 70 (vs. \geq 70) had less oppositional behavior, irritability, tantrums, conduct problems, generalized anxiety, and depression and more separation anxiety. Children with ADHD-Inattentive had less comorbidity than children with autism and children with ADHD-Combined. For autism, 80% had ADHD-Combined symptoms and 9% had ADHD-Inattentive symptoms. Most children with autism and with ADHD-Combined with IQs \geq 70 had oppositional defiant disorder, as did almost half with IQs < 70. For autism, 45% with IQs \geq 70 had generalized anxiety and 47% with IQs < 70 had separation anxiety.

CONCLUSIONS: Given high rates of comorbid symptoms in autism and ADHD, clinicians should be alert to and assess for psychiatric comorbidity.

1.1.8 KATRIN MULLER, ET. AL.

Assessing Psychiatric Symptomatology in Adults with Intellectual Disabilities: Psychometric Properties of German Versions of the PAS-ADD Checklist and the Mini PAS-ADD.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(2), JANUARY - MARCH 2022, 111-129p.

INTRODUCTION: Adults with intellectual disabilities (ID) face a high risk of developing psychiatric disorders, yet there is a lack of valid instruments measuring psychopathology in this population. Two existing instruments are the PAS-ADD Checklist questionnaire and the Mini PAS-ADD interview, two third-party assessments that can be used for the purpose of screening.

METHODS: German versions of the PAS-ADD Checklist and the Mini PAS-ADD were performed on 78 and 55 adults with ID, respectively. Internal consistency, sensitivity, and specificity were calculated for both instruments and the convergent validity of the two tools was tested.

RESULTS: Cronbach's alphas of the Checklist's scales and the total score were questionable (alpha over 0.6), except for a very low alpha for Organic Condition (0.34). For the scales of the Mini PAS-ADD, Cronbach's alpha varied between 0.34 (Unspecified Disorder) and 0.72 (Psychosis). Using current clinical diagnoses as a reference, sensitivity was rather poor in both instruments, with a case identification of 52% each. Specificity was 70% for the Checklist and 100% for the Mini PAS-ADD. The correlation between the tools was low to moderate (Spearman's $\rho = 0.32$, Kendall's $\tau = 0.22$). Applying the available thresholds, the instruments resulted in the same conclusion about the possible occurrence of psychopathology in only 52.7% of the cases.

DISCUSSION: The PAS-ADD Checklist and the Mini PAS-ADD are feasible third-party instruments for the assessment of psychiatric disorders in people with ID. Professionals must be aware of the low sensitivity of both tools, meaning that a referral to further assessment should not be based on the thresholds alone. More research is needed as to the adjustment of the thresholds, the suitability of the unusual scoring system and the additional development of self-report instruments.

1.1.9 JONATHAN EE, ET. AL.

Specialist Mental Health Services for People with Intellectual Disabilities in Singapore - What Do Stakeholders Think of Them and How Do They Relate to Service Accomplishments?

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(2), JANUARY - MARCH 2022, 130-150p.

INTRODUCTION: This research investigated the views of different stakeholders regarding the specialist mental health service for people with intellectual disabilities (ID) in Singapore. **METHOD:** Interviews were conducted with mental health professionals, family carers and service users with ID. Framework analysis was adopted to identify common dominant themes among the different participant groups.

RESULTS: Analysis revealed four themes 1) Giving choice and autonomy; 2) Training to become competent; 3) Respect and 4) Part of the community.

CONCLUSIONS: People with ID living in Singapore have limited opportunities to express their choices and autonomy especially when it comes to treatment planning. Family carers have a significant influence on the level of community presence of their relatives with ID. Participants identified employment for people with ID as a way to improve public perceptions. There was no mention of people with ID developing social relationships. Recommendations are discussed in the context of current service provision.

1.1.10 NICOLA GREGSON, ET. AL.

Delivering Psychological Services for People with Learning Disabilities during the Covid-19 Pandemic: The Experiences of Psychologists in the UK.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(2), JANUARY - MARCH 2022, 168-196p.

INTRODUCTION: People with learning disabilities (PWLD) have been disproportionately impacted by the Covid-19 pandemic, with reports of significant impacts on psychological wellbeing. Services that support PWLD in the UK have had to make significant adaptations, however there is limited research into the perceptions and impact of these changes. This exploratory study aims to investigate the experiences of psychologists working in UK learning disability services throughout the pandemic, to explore service delivery, impact on the psychological wellbeing of PWLD, and the implications from this going forward.

METHODS: Twelve psychologists were interviewed, and thematic analysis was used to explore patterns and themes.

RESULTS: Three superordinate themes were identified. ‘Delivering Psychological Services’ contained five subordinate themes: ‘Context,’ ‘Accessibility and Acceptability,’ ‘Professional Identity,’ ‘Living the Pandemic’ and ‘Team Connection.’ ‘Wellbeing of PWLD’ contained three subordinate themes: ‘Same Storm Different Boat,’ ‘Continued Inequality’ and ‘Resilience and Re-Evaluation.’ ‘Learning and Future Practice’ contained three subordinate themes: ‘Inclusion,’ ‘Choice and Connection’ and ‘Workforce Wellbeing.’

CONCLUSION: Findings conclude that although a time of immense challenge and loss, the pandemic has triggered significant re-thinking and learning within services. With inequality still evident for PWLD, an emphasis on future services carefully considering potential disadvantage by over-digitization of services is key. There is hope that future psychological services can be offered with more choice and flexibility. Staff wellbeing, compassionate leadership and

reestablishing team connections is essential in the new landscape of services. Recommendation, practical implications, and future research directions are discussed.

1.1.11 JENNIFER VERMILION, ET.AL.

Risk Behaviors in Youth With and Without Tourette Syndrome.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 20-25p.

BACKGROUND: Specific health-risk behaviors are present in older adolescents and young adults with Tourette syndrome (TS), but little is known about health-risk behaviors in youth with TS.

METHODS: We compared responses on the Youth Risk Behavior Surveillance System (YRBS) in youth with TS with those in a concurrent community control group. The YRBS evaluates risk behaviors most closely associated with morbidity and mortality in young people. Tic severity, presence of comorbid attention-deficit/hyperactivity disorder (ADHD), measures of ADHD symptom severity, and whether or not the individual had been bullied in school were also compared between the groups.

RESULTS: Data from 52 youth with TS and 48 control youth were included. We did not detect any differences between control youth and youth with TS in the reporting of risky behaviors. Tic severity was not significantly associated with high-risk behavior. However, ADHD was significantly more common in youth with TS ($P < 0.0002$), and youth with TS who identified themselves as victims of bullying had significantly higher ADHD symptom severity scores ($P = 0.04$) compared with those who were not bullied.

CONCLUSIONS: Risk behaviors are not reliably or clinically different in youth with TS compared with control youth. ADHD severity, but not tic severity, was associated with being bullied in youth with TS.

1.1.12 ELENA MARTINEZ-CAYUELAS, ET. AL.

Sleep Problems and Circadian Functioning in Children and Adolescents With Autism Spectrum Disorder.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 57-64p.

BACKGROUND: Sleep problems are a prevalent comorbidity in autism spectrum disorder (ASD) with a multifactorial basis in which circadian misalignment has been described.

METHODS: A cross-sectional study was conducted including 52 children and adolescents with ASD (9.85 ± 3.07) and 27 children and adolescent controls with normal intellectual functioning (8.81 ± 2.14). They were matched for age, sex, and body mass index, and all were drug-naïve. An ambulatory circadian monitoring device was used to record temperature and motor, body position, sleep, and light intensity.

RESULTS: Individuals with ASD presented longer sleep-onset latency, lower sleep efficiency, and decreased total sleep time and tended to be more sedentary and have less exposure to light. They also showed lower amplitude, low interdaily stability, and a different pattern of wrist temperature across the day, with a midpoint of sleep that did not concur with sleep midpoint indicated by the rest of circadian parameters.

CONCLUSIONS: The sleep problems observed in this sample resemble those reported previously, with the exception of nocturnal awakenings which did not show differences. The ambulatory circadian monitoring device enabled measurement of circadian parameters such as

temperature which, until now, were scarcely described in children with ASD and could be used to better understand sleep and circadian system in ASD.

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

1.2.13 SAMUEL L. ODOM, ET. AL.

Quality of Educational Programs for Elementary School-Age Students With Autism.

AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES, VOL. 127, NO.1. JANUARY 2022, 29-41p.

The purpose of this study was to assess the quality of educational programs for school-aged children with autism in the United States. Investigators completed the Autism Program Environment Quality Rating Systems-Preschool/Elementary (APERS-PE) in 60 elementary schools enrolling children with autism. The mean total rating scores were near the midpoint rating, indicating schools were providing educational program environments classified as adequate but not of high quality. Domains of the APERS-PE reflecting structural quality tended to be significantly above average and domains reflecting process quality tended to be significantly below average. With a few exceptions, inclusive and special education program did not differ significantly in total program quality ratings and reflected the same pattern of domain quality ratings.

1.2.14 KARLA RIVERA-FIGUEROA, ET. AL.

Parental Perceptions of Autism Spectrum Disorder in Latinx and Black Sociocultural Contexts: A Systematic Review.

AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES, VOL. 127, NO.1. JANUARY 2022, 42-63p.

Parents of children with autism spectrum disorder (ASD) face challenges in accessing diagnostic and treatment services; these challenges vary by race, ethnicity, and culture. This systematic review examines parental perceptions of ASD within Latinx and Black American communities. Findings indicate that interconnections with family and religious groups promoted positive coping and describe positive impacts of having a child with ASD. Relative to White families, community members reported reduced access to information and more inaccurate beliefs about ASD, higher levels of ASD-related stigma, and more negative experiences with healthcare providers, which serve to exacerbate healthcare disparities. Conclusions are limited by an underrepresentation of minority groups in research. We call for efforts to address the specific needs of racial and ethnic minorities.

1.2.15 GEMMA DIAZ-GAROLERA, ET. AL.

Developing social skills to empower friendships: design and assessment of a social skills training programme.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26,(1), JAN-FEB 2022, 1-15p.

Society stigmatises people with learning disabilities (LD) and limits their opportunities to experience relationships [Callus and Farrugia 2016. *The Disabled Child's Participation Rights*. Routledge]. Actions addressed at improving their competence in social skills may contribute to enhancing their social networks. Therefore, a 12-session Training Programme (Friendship &

Social Skills Programme, FSSP) aimed at young people and young adults with LD was designed and its application then evaluated with 10 young adults. Results show that participants acquired knowledge about the skills needed to establish first contacts with others and increased their predisposition towards fostering their friendships. They also learnt about resources for managing social relationships. Consequently, the FSSP allowed participants to increase their knowledge of social skills, increasing the probability of their friendships being successful. It can be considered a transferable tool that covers a need identified through research on the social inclusion of people with LD.

1.2.16 XIAO QU.

Chinese teachers' views of educational exclusion of children with disabilities in relation to equality.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.1, JAN-FEB 2022, 27-40p.

This paper examines one key theme of 'education and equality' arising from a qualitative study that explores what special and inclusive education may mean for Chinese primary schools. The focus is on unpacking teachers' interpretations, values, and deeper assumptions of the 'equality' concept. Drawing from 37 interviews with mainstream primary school teachers in a Chinese city, this paper illustrates that teachers may perceive the concept of 'educational equality' in terms of equal treatment and preferring utilitarian principles than equality. The analyses show how teachers' understanding surrounding 'education and equality' informs their views and attitudes of the inclusion and exclusion of children with disabilities. This paper intends to draw attention to and highlight the importance of the need for Chinese teachers to think more deeply about educational equality beyond equal treatment. Responding to utilitarian perspectives in special and inclusive education, the paper reminds the importance of recognising that inclusion in its broad sense has the benefits of improving education and society for all, not just for the few in minority. The conclusion suggests areas for further investigations.

1.2.17 SHAMALA TIMOTHY & JOSEPH S. AGBENYEGA .

Insider perspectives on catalysing the development and use of individualised education plans.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.2, JAN-FEB 2022, 160-174p.

Individual Education Plans (IEPs) are ever-present in inclusive education and frequently used in settings where students with disabilities are included. This phenomenological qualitative study investigated the IEP development and implementation process in two independent schools in the South-Eastern metropolitan region of Victoria, Australia. Primary and secondary school leaders and teachers shared their professional experiences with respect to IEPs by emphasising that collaboration, parental involvement and strong leadership through effective communication supported the development and implementation of IEPs that meet individual student's learning needs. The authors suggest that research in Australia should continue to provide a distinct understanding of the voices of parents and students with special education needs and/or disabilities in the IEP process, as well as their preferences for culturally sensitive support within schools.

1.2.18 LINDA GILMORE, ET. AL.

Adapting Self-Report Measures of Mental Health for Children with Intellectual Disability.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(1), JANUARY - MARCH 2022, 1-19p.

Self-report is seen as important in assessments of psychopathology but individuals with intellectual disability may have difficulty with standard questionnaires. This paper reports on the administration and subsequent modifications to several established self-report measures of mental health.

METHODS: The participants were 57 children with intellectual disability aged 10 to 13 years. They completed the Children's Depression Inventory, Revised Children's Manifest Anxiety Scale, Strengths and Difficulties Questionnaire, Intellectual Disability Mood Scale, and Moods and Feelings Questionnaire.

RESULTS: Difficulties with the instruments were identified, including complex wording and item structure, ambiguity and working memory demands. Adaptations were made to the instruments and administration procedures. In a second administration there were improvements in children's ability to respond. The modified questionnaires demonstrated acceptable to good internal consistency and were strongly correlated.

CONCLUSIONS: Self-report measures of mental health can be completed by children with intellectual disability but may need pilot testing and modifications to make them more appropriate for this population.

1.2.19 JACQUELINE L STEELE, ET. AL.

Semaphorin-Plexin Signaling: From Axonal Guidance to a New X-Linked Intellectual Disability Syndrome.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 65-73p.

BACKGROUND: Semaphorins and plexins are ligands and cell surface receptors that regulate multiple neurodevelopmental processes such as axonal growth and guidance. PLXNA3 is a plexin gene located on the X chromosome that encodes the most widely expressed plexin receptor in fetal brain, plexin-A3. Plexin-A3 knockout mice demonstrate its role in semaphorin signaling in vivo. The clinical manifestations of semaphorin/plexin neurodevelopmental disorders have been less widely explored. This study describes the neurological and neurodevelopmental phenotypes of boys with maternally inherited hemizygous PLXNA3 variants.

METHODS: Data-sharing through GeneDx and GeneMatcher allowed identification of individuals with autism or intellectual disabilities (autism/ID) and hemizygous PLXNA3 variants in collaboration with their physicians and genetic counselors, who completed questionnaires about their patients. In silico analyses predicted pathogenicity for each PLXNA3 variant.

RESULTS: We assessed 14 boys (mean age, 10.7 [range 2 to 25] years) with maternally inherited hemizygous PLXNA3 variants and autism/ID ranging from mild to severe. Other findings included fine motor dyspraxia (92%), attention-deficit/hyperactivity traits, and aggressive behaviors (63%). Six patients (43%) had seizures. Thirteen boys (93%) with PLXNA3 variants showed novel or very low allele frequencies and probable damaging/disease-causing pathogenicity in one or more predictors. We found a genotype-

phenotype correlation between PLXNA3 cytoplasmic domain variants (exons 22 to 32) and more severe neurodevelopmental disorder phenotypes ($P < 0.05$).

CONCLUSIONS: We report 14 boys with maternally inherited, hemizygous PLXNA3 variants and a range of neurodevelopmental disorders suggesting a novel X-linked intellectual disability syndrome. Greater understanding of PLXNA3 variant pathogenicity in humans will require additional clinical, computational, and experimental validation.

1.2.20 CECILIA JOBST, ET. AL.

Somatosensory Plasticity in Hemiplegic Cerebral Palsy Following Constraint Induced Movement Therapy.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 80-88p.

BACKGROUND: Children with hemiplegic cerebral palsy (HCP) experience upper limb somatosensory and motor deficits. Although constraint-induced movement therapy (CIMT) improves motor function, its impact on somatosensory function remains underinvestigated.

Objective: The objective of this study was to evaluate somatosensory perception and related brain responses in children with HCP, before and after a somatosensory enhanced CIMT protocol, as measured using clinical sensory and motor assessments and magnetoencephalography.

METHODS: Children with HCP attended a somatosensory enhanced CIMT camp. Clinical somatosensory (tactile registration, 2-point discrimination, stereognosis, proprioception, kinesthesia) and motor outcomes (Quality of Upper Extremity Skills [QUEST] Total/Grasp, Jebsen-Taylor Hand Function Test, grip strength, Assisting Hand Assessment), as well as latency and amplitude of magnetoencephalography somatosensory evoked fields (SEF), were assessed before and after the CIMT camp with paired sample t-tests or Wilcoxon signed-rank tests.

RESULTS: Twelve children with HCP (mean age: 7.5 years, standard deviation: 2.4) participated. Significant improvements in tactile registration for the affected (hemiplegic) hand ($Z = 2.39$, $P = 0.02$) were observed in addition to statistically and clinically significant improvements in QUEST total ($t = 3.24$, $P = 0.007$), QUEST grasp ($t = 3.24$, $P = 0.007$), Assisting Hand Assessment ($Z = 2.25$, $P = 0.03$), and Jebsen-Taylor Hand Function Test ($t = -2.62$, $P = 0.03$). A significant increase in the SEF peak amplitude was also found in the affected hand 100 ms after stimulus onset ($t = -2.22$, $P = 0.04$).

CONCLUSIONS: Improvements in somatosensory clinical function and neural processing in the affected primary somatosensory cortex in children with HCP were observed after a somatosensory enhanced CIMT program. Further investigation is warranted to continue to evaluate the effectiveness of a sensory enhanced CIMT program in larger samples and controlled study designs.

1.2.21 KATHERINE A WIERZBOWSKI, ET. AL.

Fetal Cerebral Sinovenous Thrombosis and Dural Sinus Malformation

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 89-93p.

BACKGROUND: Fetal cerebral sinovenous thrombosis (CSVT) and dural sinus malformation (DSM) are rare types of fetal cerebral venous pathology that are becoming increasingly

recognized as fetal imaging advances. Fetal DSMs are a common source of fetal CSVT, although CSVT may occur without a DSM. The literature on these disorders is limited.

METHODS: Cases of fetal CSVT and DSM were identified retrospectively through a query of the Indiana University Health fetal imaging archive from 2007 to 2021.

RESULTS: Seven cases were identified, all of whom were alive at birth. A DSM was present in six. Treatments after birth included enoxaparin sodium (3), embolization (3), and shunt placements (1). Five cases had documented regression or complete resolution of the thrombus and/or malformation. One was lost to follow-up, one died from complications of hydrocephalus at nine months, one was receiving physical and occupational therapy at last follow-up at three months, one had concern for autism and mild gait abnormality at 21 months, two had concern for speech delay (18 months and 24 months), and one had normal development at most recent follow-up (four years).

CONCLUSIONS: Positive short-term outcomes may occur for some cases of fetal CSVT and DSM. However, risk factors and best treatments are not clear, and long-term outcome data are limited. There is a need for further study.



NIEPID Indian Test of Intelligence

1.3 Medical Sciences

1.3.22 Jenny Preston.

Elizabeth Casson Memorial Lecture 2020: Re-engineering truth and certainty in occupational therapy. British Journal of Occupational Therapy.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 5-13p.

The Elizabeth Casson Memorial Lecture is awarded on an annual basis to a member of high standing within the occupational therapy profession. The 2020 lecture was delivered by Dr Jenny Preston MBE who contested the underlying assumptions of truth and certainty by considering how we generate, create and understand knowledge within the occupational therapy profession. Through the principles of process re-engineering, Dr Preston sought to define, analyse and identify how we interpret and apply that knowledge within our broad understanding of truth to capture the impact of occupational therapy. Finally, Dr Preston attempted to design and develop a future state in which evidence and practice are entwined to create the best possible outcomes.

1.3.23 SARAH M ZERA, ET. AL.

Cognitive orientation to daily occupation group in the adult day rehabilitation setting: A feasibility study.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 14-22p.

INTRODUCTION: The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach TM is a leading approach in occupational therapy. Implementing the CO-OP Approach TM in a group format in day rehabilitation has not yet been explored.

METHOD: In day rehabilitation, a barrier to implementing the CO-OP Approach TM is the group model. To address these challenges, this feasibility study involved the development, implementation, and evaluation of a CO-OP group for adults. Four patients participated in six group sessions. Pre- and post-measures included the Canadian Occupational Performance Measure (COPM) and the Assessment of Motor and Process Skills (AMPS). Subjective data were collected to reflect the participant's experiences during the group.

RESULTS: 80% of participants recruited completed the group. All participants demonstrated improvement in goals addressed within the group and goals not addressed within the group on the COPM. AMPS findings were inconclusive. Subjective findings indicated participants appreciated the group learning environment, valued the CO-OP process, were motivated to participate, and would have liked more groups.

CONCLUSION: To our knowledge, this is the first adult CO-OP group in a clinical setting. Results support the feasibility of a CO-OP group in day rehabilitation and the need for further examination of the effectiveness of this intervention.

1.3.24 AYL A GUNAL, ET. AL.

Occupational balance and quality of life in mothers of children with cerebral palsy.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 36-43p.

INTRODUCTION: Occupational balance (OB) is an important concept in occupational therapy and is considered as an essential component of health and well-being. The aim of this study was

to show differences in OB and quality of life (QoL) between mothers of children with cerebral palsy (CP) and typically developing children.

METHODS: Thirty-six mothers of children with CP and 36 mothers of typically developing children participated in the study. The mothers' OB was evaluated using the Turkish Occupational Balance Questionnaire-11 (OBQ11-T), and their QoL was evaluated with the Nottingham Health Profile (NHP).

RESULTS: The OBQ11-T, total score, and the item 'balance between obligatory and voluntary occupations' score differed significantly between the groups ($p < 0.05$). There were also significant differences in NHP's aspects of emotional reaction, social isolation, and sleep scores between the groups ($p < 0.05$). A negative correlation was detected between OBQ11-T total and NHP total scores in mothers of children with CP ($p < 0.01$).

CONCLUSION: This study demonstrates that occupational therapists should pay attention to balance between obligatory and voluntary occupations to promote occupational balance. Also, QoL in mothers of children with CP should be evaluated. Therefore, occupational therapists should implement interventions to increase them when necessary for mothers of children with CP.

1.3.25 MAI YAMADA, ET. AL.

Proposing a new short screening test for upper limb apraxia

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 44-49p.

BACKGROUND: Apraxia has a major impact on activities of daily living in stroke patients. The proper assessment and treatment of apraxia is important for maintaining a good quality of life. We developed a short evaluation test for upper limb apraxia.

PATIENTS AND METHODS: The present Screening Test of Gestures for Stroke consists of 10 items for each verbal instruction and imitation. Each item includes three meaningless gestures, three meaningful gestures and four pantomimes. The Screening Test of Gestures for Stroke is scored based on a 3-point system: 10, 5 or 0 (maximum score: 200). The test took approximately 2–5 min to complete. We recruited 65 patients admitted to our hospital with left hemisphere stroke and 50 healthy subjects.

RESULTS: The reliability of the Screening Test of Gestures for Stroke was as follows: the intraclass correlation coefficient of intra-rater reliability was 0.93 for both verbal instructions and imitations, and the intraclass correlation coefficient total scores for inter-rater reliability for verbal instructions and for imitations were 0.97 and 0.95, respectively. The alpha coefficient was ≥ 0.80 .

CONCLUSIONS: The Screening Test of Gestures for Stroke is a reliable and valid bedside test that has a short assessment time, does not require special equipment and can evaluate upper limb apraxia in stroke patients from the acute to the chronic phase.

1.3.26 CLAUDIO STRACCIA, ET. AL.

Adaptation Process and Psychometric Properties of the French Version of the Health of the Nation Outcome Scales for People with Learning Disabilities.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(1), JANUARY - MARCH 2022, 37-48p.

INTRODUCTION: The aim of this study was to adapt the Health of the Nation Outcome Scales for people with Learning Disabilities into French (F-HoNOS-LD) and to examine its validity and reliability.

METHOD: Sixty-six adults with intellectual disabilities (ID) admitted to a psychiatric hospital took part in the study. Clinicians used the F-HoNOS-LD and the Aberrant Behavior Checklist (ABC) to test all of them at hospital admission. A subsample (n = 34) was tested with the F-HoNOS-LD a second time at the end of the hospital stay.

RESULTS: The French version of the instrument showed evidence of convergent validity with the ABC and very good internal consistency. Repeated measures analyses revealed – as expected – a systematic decrease in F-HoNOS-LD scores.

CONCLUSION: Results of this study suggest that the F-HoNOS-LD is a reliable and valid instrument to measure clinical outcomes among French-speaking adults with ID.

1.3.27 CATHERINE WALTON, ET. AL.

The Current Provision of Mental Health Services for Individuals with Mild Intellectual Disability: A Scoping Review.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(1), JANUARY - MARCH 2022, 49-75p.

BACKGROUND: People with mild intellectual disability (ID) experience a higher prevalence of mental health (MH) problems in comparison to the general population, yet there is little consensus on the most appropriate type and nature of services for support and treatment for this specific group of individuals.

OBJECTIVE: The objective of this scoping review is to explore the current evidence for the organization, structure, and delivery of mental health services for people with mild ID.

METHODS: The PRISMA-SCr (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews) checklist was followed. Online databases were used to identify systematic reviews, meta-analyses, scoping reviews, or guidelines published between 2003 and 2020. Articles were reviewed using Roever & Zoccai criteria for critical appraisal of systematic reviews and meta-analyses.

RESULTS: 130 records were identified, of which 91 were longlisted. Of these, 28 articles were shortlisted after review of abstracts prior to review of full-text papers. The review included 11 studies: one meta-analysis, eight systematic reviews, and two scoping reviews. These studies approached the provision of mental health services for individuals with mild ID from various angles – including service organization and access, therapies, and patient feedback.

CONCLUSIONS: According to the Roever & Zoccai criteria, there was a lack of high-quality evidence, which limited the findings and conclusions. The available evidence suggested that despite higher levels of psychopathology there is not a corresponding consideration in care for individuals with mild ID in general psychiatric services. There was no conclusive evidence on better level of services or outcomes being provided either by the general psychiatric services or specialist ID psychiatric services. Some evidence was found for intensive case management and assertive outreach for individuals with mild ID, but this was not replicated in further studies.

1.3.28 CARLOS PENA-SALAZAR, ET. AL.

Intellectual Disability, Autism Spectrum Disorders, Psychiatric Comorbidities and Their Relationship with Challenging Behavior.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(2), JANUARY - MARCH 2022, 77-94p.

BACKGROUND: The purpose of this study was to assess the prevalence of unknown comorbid mental disorders in individuals with mild/moderate intellectual disability (ID) with/without autism spectrum disorders (ASD) and to compare the severity of challenging behavior with respect to the comorbidity of ASD and comorbid psychiatric disorders.

METHODS: This is a cross-sectional study of 91 adults with mild or moderate ID with no previous psychiatric diagnosis (except ASD). The assessment tools were the PAS-ADD checklist, Mini-PAS-ADD, PAS-ADD clinical interview and the Inventory for Client and Agency Planning (ICAP).

RESULTS: A previously undiagnosed mental disorder was found in 23.81% of the individuals with ID and ASD and in 10.20% of the individuals without. The most prevalent mental disorder was major depressive disorder. An association between psychiatric comorbidity and challenging behavior was found in people with ID and ASD.

CONCLUSIONS: The prevalence of underdiagnosed mental disorders in individuals with ASD and ID is high and is associated with challenging behavior.

1.3.29 MARGIE A. REAM ET. AL.

Virtual Residency Interview Experience: The Child Neurology Residency Program Perspective.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 3-8p.

BACKGROUND: The COVID-19 pandemic presented many challenges for graduate medical education, including the need to quickly implement virtual residency interviews. We investigated how different programs approached these challenges to determine best practices.

METHODS: Surveys to solicit perspectives of program directors, program coordinators, and chief residents regarding virtual interviews were designed through an iterative process by two child neurology residency program directors. Surveys were distributed by email in May 2021. Results were summarized using descriptive statistics.

RESULTS: Responses were received from 35 program directors and 34 program coordinators from 76 programs contacted. Compared with the 2019-2020 recruitment season, in 2020-2021, 14 of 35 programs received >10% more applications and most programs interviewed 12 applicants per position. Interview days were typically five to six hours long and were often coordinated with pediatrics interviews. Most programs (13/15) utilized virtual social events with residents, but these often did not allow residents to provide quality feedback about applicants. Program directors could adequately assess most applicant qualities but felt that virtual interviews limited their ability to assess applicants' interpersonal communication skills and to showcase special features of their programs. Most respondents felt that a combination of virtual and in-person interviewing should be utilized in the future.

CONCLUSIONS: Residency program directors perceived some negative impacts of virtual interviewing on their recruitment efforts but in general felt that virtual interviews adequately replaced in-person interviews for assessing applicants. Most programs felt that virtual interviewing should be utilized in the future.

1.3.30 MARYAM NABAVI NOURI, ET. AL.

Epilepsy Management in Tuberous Sclerosis Complex: Existing and Evolving Therapies and Future Considerations.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 11-19p.

Tuberous sclerosis complex (TSC) is a rare autosomal dominant condition that affects multiple body systems. Disruption of the mammalian target of rapamycin (mTOR) pathway results in abnormal cell growth, proliferation, protein synthesis, and cell differentiation and migration in TSC. In the central nervous system, mTOR disruption is also believed to influence neuronal excitability and promote epileptogenesis. Epilepsy is the most common neurological manifestation of TSC and affects 80% to 90% of individuals with high rates of treatment resistance (up to 75%). The onset of epilepsy in the majority of individuals with TSC occurs before the age of two years, which is a critical time in neurodevelopment. Both medically refractory epilepsy and early-onset epilepsy are associated with intellectual disability in TSC, while seizure control and remission are associated with lower rates of cognitive impairment. Our current knowledge of the treatment of epilepsy in TSC has expanded immensely over the last decade. Several new therapies such as preemptive vigabatrin therapy in infants, cannabidiol, and mTOR inhibitors have emerged in recent years for the treatment of epilepsy in TSC. This review will provide clinicians with a comprehensive overview of the pharmacological and nonpharmacological therapies available for the treatment of epilepsy related to TSC.

1.3.31 JACOB ANDERSSON, ET. AL.

External Hydrocephalus as a Cause of Infant Subdural Hematoma: Epidemiological and Radiological Investigations of Infants Suspected of Being Abused.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 26-34p.

BACKGROUND: Acute subdural hematoma (ASDH) and chronic subdural hematoma (CSDH) in infants have been regarded as highly specific for abuse. Other causes of CSDH have not been investigated in a large population.

PURPOSE: The purpose of this study was to investigate to what extent external hydrocephalus is present in infants with ASDH and CSDH undergoing evaluation for abuse.

Material and methods: Eighty-five infants suspected of being abused, with ASDH (n = 16) or CSDH (n = 69), were reviewed regarding age, risk factor profiles, craniocortical width (CCW), sinocortical width (SCW), frontal interhemispheric width (IHW), subarachnoid space width (SSW), and head circumference (HC). In infants with unilateral subdural hematoma (SDH), correlations between contralateral SSW and ipsilateral CCW and SDH width were investigated.

RESULTS: Infants with CSDH had significantly lower mortality, were more often premature and male, and had significantly higher CCW, SCW, IHW, and SSW than infants with ASDH ($P < 0.05$). Ipsilateral CCW ($R = 0.92$, $P < 0.001$) and SDH width ($R = 0.81$, $P < 0.01$) correlated with contralateral SSW. Increased HC was more prevalent in infants with CSDH (71%) than in infants with ASDH (14%) ($P < 0.01$). Forty-two infants, all with CSDH, had at least one of CCW, SCW, or IHW ≥ 95 th percentile. Twenty infants, all with CSDH, had CCW, SCW, and IHW > 5 mm, in addition to increased HC.

CONCLUSION: A substantial proportion of infants with CSDH who had been suspected of being abused had findings suggesting external hydrocephalus.

1.3.32 MEGAN NÍ BHROIN, ET. AL.

Relationship Between MRI Scoring Systems and Neurodevelopmental Outcome at Two Years in Infants With Neonatal Encephalopathy.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 35-42p.

BACKGROUND: Magnetic resonance imaging (MRI) scoring systems are used in the neonatal period to predict outcome in infants with neonatal encephalopathy. Our aim was to assess the relationship between three MRI scores and neurodevelopmental outcome assessed using Bayley Scales of Infant and Toddler Development, third edition (Bayley-III), at two years in infants with neonatal encephalopathy.

METHODS: Term-born neonates with evidence of perinatal asphyxia born between 2011 and 2015 were retrospectively reviewed. MRI scanning was performed within the first two weeks of life and scored using Barkovich, National Institute of Child Health and Human Development (NICHD) Neonatal Research Network (NRN), and Weeke systems by a single assessor blinded to the infants clinical course. Neurodevelopmental outcome was assessed using composite scores on the Bayley-III at two years. Multiple linear regression analyses were used to assess the association between MRI scores and Bayley-III composite scores, with postmenstrual age at scan and sex included as covariates.

RESULTS: Of the 135 recruited infants, 90 infants underwent MRI, and of these, 66 returned for follow-up. MRI abnormalities were detected with the highest frequency using the Weeke score (Barkovich 40%, NICHD NRN 50%, Weeke 77%). The inter-rater agreement was good for the Barkovich score and excellent for NICHD NRN and Weeke scores. There was a significant association between Barkovich, NICHD NRN, and Weeke scores and Bayley-III cognitive and motor scores. Only the Weeke score was associated with Bayley-III language scores.

CONCLUSIONS: Our findings confirm the predictive value of existing MRI scoring systems for cognitive and motor outcome and suggest that more detailed scoring systems have predictive value for language outcome.

1.3.33 MEGAN GUAY, ET. AL.

Onset of Visual Snow Syndrome After the First Migraine Episode in a Pediatric Patient: A Case Report and Review of Literature.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 46-49p.

INTRODUCTION: Visual snow syndrome (VSS) is a neurological disorder characterized by persistent positive visual disturbances. VSS is known to be a rare condition; however, it is becoming increasingly recognized by neurologists and neuroophthalmologists. Despite this, it is not commonly described in pediatric patients.

METHODS: We describe a pediatric girl with onset of persistent visual phenomena at age 13 years, which she described as “TV static,” with associated afterimages, photopsia, nyctalopia, and photophobia. These visual disturbances have persisted for two years.

RESULTS: The patient's MRI revealed approximately 15 T2/fluid-attenuated inversion recovery hyperintensities in keeping with changes secondary to migraine. The ophthalmologic examination did not reveal an underlying cause. The patient's visual symptoms have been resistant to medications.

CONCLUSION: VSS is a recently described syndrome that is debilitating to patients. Further case descriptions, characterization of presentation, and management of patients with VSS, specifically in pediatric cases, are required.

1.3.34 JENNIFER C. KEENE, ET. AL.

Optimized Benzodiazepine Treatment of Pediatric Status Epilepticus Through a Standardized Emergency Medical Services Resuscitation Tool.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 50-55p.

BACKGROUND: Optimized benzodiazepine (BZD) dosing decreases morbidity and mortality in children with status epilepticus (SE), but previous studies have documented widespread underdosing. Prior interventions have focused on in-hospital SE treatment, although more than 75% of pediatric patients with SE are initially treated by emergency medical services (EMS). Our goal was to assess whether an EMS-focused, collaboratively developed dosing resuscitation aid (Medic One Pediatric [MOPed] cards) and training could improve BZD dosing and pediatric SE outcomes.

METHODS: We conducted a retrospective review of patients aged 12 years and younger treated by EMS for SE and transferred to Seattle Children's Hospital during the 1 year before and immediately after MOPed card training. The primary outcome was the percentage of patients receiving underdosed BZD treatment. Secondary outcomes included time to second-line antiseizure medication (ASM), intubation, and intensive care unit (ICU) admission.

RESULTS: The 44 children before and 33 after MOPed implementation were similar with respect to age, gender, and pre-existing epilepsy diagnosis. The percentage of children receiving underdosed BZDs fell from 52% to 6% after MOPed implementation ($P < 0.001$). There was no significant decrease in requirement for intubation and ICU admission. The interval to treatment with a second-line ASM remained prolonged.

CONCLUSIONS: EMS-focused training significantly increased the percentage of outpatient pediatric patients with SE who received recommended initial BZD treatment. This improvement in management of SE did not significantly alter the rate of intubation or ICU admission, suggesting the need for further optimization of out-of-hospital SE care, particularly access to and timely use of second-line ASMs.

1.3.35 FATEMA AI AMRANI, ET. AL.

Distinctive Neuroimaging Pattern in Term Newborns With Neonatal Placental Encephalopathy: A Case Series.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 50-55p.

BACKGROUND: Identifying antepartum versus intrapartum timing and the cause of neonatal encephalopathy (NE) often remains elusive owing to our limited understanding of the underlying pathophysiological processes and lack of appropriate biomarkers.

OBJECTIVES: This retrospective observational study describes a case series of term newborns with NE who displayed a recognizable magnetic resonance imaging pattern of immediately postnatal brain abnormalities that rapidly evolved toward cavitation. Our aim is to (1) report this neuroimaging pattern, (2) look for placental determinants, and (3) depict the outcome.

DESIGN/METHODS: This is a unicentric retrospective case series reporting the clinical, radiological, and laboratory findings of NE associated with a distinctive neuroimaging pattern, that is, immediately postnatal extensive corticosubcortical T2 hyperintensities, followed by rapid corticosubcortical cavitation that does not match the neuroimaging picture of intrapartum hypoxic-ischemic encephalopathy (HIE).

RESULTS: Seven term newborns presented bilateral corticosubcortical hyperintensities that were detected on T2 between day of life (DOL) 1-4, which rapidly evolved toward cystic encephalomalacia, that is, between DOL9 and DOL12. All these newborns presented with moderate/severe NE. The outcome was either neonatal death or quadriplegic cerebral palsy and epilepsy. None of the reported patients fulfilled the criteria of a high likelihood of acute intrapartum hypoxic-ischemic or quadriplegic cerebral palsy. All these newborns were exposed to chronic and/or acute placental inflammation and/or hypoxic-ischemic.

CONCLUSIONS: To further define the antepartum causes of NE, early neuroimaging and a placental examination are recommended. Brain T2 hyperintense injuries before DOL4 followed by rapid cavitation before DOL12 might be biomarkers of NE from an antepartum/placental origin.

1.3.36 ALEXANDER ANDREWS, ET. AL.

Using EEG in Resource-Limited Areas: Comparing Qualitative and Quantitative Interpretation Methods in Cerebral Malaria.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 96-103p.

BACKGROUND: Our goal was to compare the strength of association and predictive ability of qualitative and quantitative electroencephalographic (EEG) factors with the outcomes of death and neurological disability in pediatric cerebral malaria (CM).

METHODS: We enrolled children with a clinical diagnosis of CM admitted to Queen Elizabeth Central Hospital (Blantyre, Malawi) between 2012 and 2017. A routine-length EEG was performed within four hours of admission. EEG data were independently interpreted using qualitative and quantitative methods by trained pediatric neurophysiologists. EEG interpreters were unaware of patient discharge outcome.

RESULTS: EEG tracings from 194 patients were reviewed. Multivariate modeling revealed several qualitative and quantitative EEG variables that were independently associated with outcomes. Quantitative methods modeled on mortality had better goodness of fit than qualitative ones. When modeled on neurological morbidity in survivors, goodness of fit was better for qualitative methods. When the probabilities of an adverse outcome were calculated using multivariate regression coefficients, only the model of quantitative EEG variables regressed on the neurological sequelae outcome showed clear separation between outcome groups.

CONCLUSIONS: Multiple qualitative and quantitative EEG factors are associated with outcomes in pediatric CM. It may be possible to use quantitative EEG factors to create automated methods of study interpretation that have similar predictive abilities for outcomes as human-based interpreters, a rare resource in many malaria-endemic areas. Our results provide a proof-of-concept starting point for the development of quantitative EEG interpretation and prediction methodologies useful in resource-limited settings.

1.3.37 JAIMIE CHANG, ET. AL.

Acute Large Vessel Ischemic Stroke in Patients With COVID-19–Related Multisystem Inflammatory Syndrome.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 104-107p.

BACKGROUND: Acute ischemic stroke (AIS) is rare in children, and diagnosis is often delayed. Neurological involvement may occur in multisystem inflammatory syndrome in children (MIS-C), but very few cases of AIS in patients with MIS-C have been reported.

PATIENT DESCRIPTIONS: We two patients with AIS presenting with large vessel occlusive disease in previously healthy adolescents recently exposed to SARS-CoV-2 infection.

RESULTS: Both patients were subsequently diagnosed with and treated for MIS-C. Here, we discuss the course of their treatments and clinical responses.

CONCLUSION: Early recognition and diagnosis of AIS with large vessel occlusion in children with MIS-C is critical to make available all treatment options to improve clinical outcomes.

1.3.38 TARYAN-LEIGH SURTEES, ET. AL.

Levetiracetam Prophylaxis for Children Admitted With Traumatic Brain Injury.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 114-119p.

BACKGROUND: Prophylactic antiseizure medications (ASMs) for pediatric traumatic brain injury (TBI) are understudied. We evaluated clinical and radiographic features that inform prescription of ASMs for pediatric TBI. We hypothesized that despite a lack of evidence, levetiracetam is the preferred prophylactic ASM but that prophylaxis is inconsistently prescribed.

METHODS: This retrospective study assessed children admitted with TBI from January 1, 2017, to December 31, 2019. TBI severity was defined using Glasgow Coma Scale (GCS) scores. Two independent neuroradiologists reviewed initial head computed tomography and brain magnetic resonance imaging. Fisher exact tests and descriptive and regression analyses were conducted.

RESULTS: Among 167 children with TBI, 44 (26%) received ASM prophylaxis. All 44 (100%) received levetiracetam. Prophylaxis was more commonly prescribed for younger children, those with neurosurgical intervention, and abnormal neuroimaging (particularly intraparenchymal hematoma) (odds ratio = 10.3, confidence interval 1.8 to 58.9), or GCS ≤ 12 . Six children (13.6%), all on ASM, developed early posttraumatic seizures (EPTSs). Of children with GCS ≤ 12 , four of 17 (23.5%) on levetiracetam prophylaxis developed EPTSs, higher than the reported rate for phenytoin.

CONCLUSIONS: Although some studies suggest it may be inferior to phenytoin, levetiracetam was exclusively used for EPTS prophylaxis. Intraparenchymal hematoma >1 cm was the single neuroimaging feature associated with ASM prophylaxis regardless of the GCS score. Yet these trends are not equivalent to optimal evidence-based management. We still observed important variability in neuroimaging characteristics and TBI severity for children on prophylaxis. Thus, further study of ASM prophylaxis and prevention of pediatric EPTSs is warranted.

1.3.39 PEDRO WEISLEDER

Leo Alexander's Blueprint of the Nuremberg Code.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 120-124p.

BACKGROUND: Nazi Germany surrendered to the Allies on May 8, 1945. Six months later, the

Allies tried the surviving leaders of Nazi Germany at the first Nuremberg trial. Later, the United States conducted 12 additional trials. The first one, The United States of America versus Karl Brandt et al., has been dubbed the Doctors' Trial. During the trial, the prosecution relied on the testimony of Dr. Andrew Ivy and Dr. Leo Alexander. At the end of the trial, Judge Sebring enunciated 10 principles needed to conduct human subject research—the Nuremberg Code. Authorship of the Code has been the subject of dispute, with both Ivy and Alexander claiming sole authorship.

METHODS: In the summer of 2017, I visited Duke University Medical Center's Archives and surveyed the contents of boxes labeled “Alexander's papers.” I also explored online databases with information on the Doctors' Trial. Pertinent documents were compared across collections, and against scholarly works on the topic.

RESULTS: Box 3 of Alexander's papers at Duke University Medical Center's Archives contains a three-page document with six principles that, nearly word for word, were included in what is known as the Nuremberg Code. Alexander's name and appointment are typed at the end of the document.

CONCLUSIONS: Although the Nuremberg Code is likely to have been an unplanned collaboration among members of the prosecuting team and the judges, I present evidence suggesting that Alexander drafted the blueprint and was the main contributor to the final version of the Code.

1.3.40 MATTHEW K

Leo Alexander's Blueprint of the Nuremberg Code.

PEDIATRIC NEUROLOGY, VOL. 126, JANUARY 2022, 120-124p.

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1.4 Speech Pathology & Audiology

1.4.41 CORINNE N. NEAL ET. AL.

Narrative Analysis in Adolescents With Fragile X Syndrome.

AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES, VOL. 127, NO.1. JANUARY 2022, 11-28p.

This study analyzed narratives of male and female adolescents with fragile X syndrome (FXS). The impact of structural language, cognition and autism symptomatology on narrative skills and the association between narratives and literacy were examined. Narratives from 32 adolescents with FXS (24 males, 8 females) were analyzed for macrostructure. Relationships between narrative macrostructure, language scores, cognitive scores, Childhood Autism Rating Scale-Second Edition scores and literacy skills were examined. Males produced more simplistic narratives, whereas the females' narratives were more complex. Language scores predicted narrative scores above and beyond nonverbal cognitive skills and autism symptomatology. Narrative scores correlated with literacy scores. Narrative skills in FXS are predicted by language skills and are correlated with literacy skills. Investigation into narrative interventions in FXS is needed.

1.4.42 THOMAS ANDREWS, ET. AL.

The potential of the fractions of lifeworld for inclusive qualitative inquiry in the third space .

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.2, JAN-FEB 2022, 143-159p.

In this paper we introduce Ashworth's lifeworld fractions as a methodological framework for inclusive research with autistic people 'with profound learning disabilities'. We first define the fractions and then evaluate their potential for enabling research within the 'third space' of inclusive research. Fundamental to the third space is the inclusion of the social and support circles of people with profound learning disabilities within research. Using the example of a recent study we illustrate how the fractions are a useful enabler of this. We conclude by suggesting that a key value of the fractions is in how they take the research collective beyond the elements of experience that most obviously confront them to consider its full breadth and effects. We argue too that the fractions support the management of the collation and analysis of the copious amounts of data that are generated through qualitative research. We conclude by offering a new and critical dimension to the fractions through presenting them as a means through which those involved in the third space – autistic people, their social and support circles, and researchers – can come to more emic understandings of lived experience.

1.4.43 BRIANNE REDQUEST, ET. AL.

A Comparison of the Demographic and Clinical Characteristics of Caregivers of Autistic Children and Caregivers of Children with Fetal Alcohol Spectrum Disorder.

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(2), JANUARY - MARCH 2022, 151-167p.

Introduction: Caregivers of autistic children and caregivers of children with fetal alcohol spectrum disorder (FASD) experience considerable stress. However, what is unique or similar across these groups remains understudied. This study explored how female caregivers of children with FASD who registered to participate in a caregiver focused mental health intervention differed from female caregivers of autistic children participating in a similar intervention.

Methods: Prior to the intervention, caregivers of children with FASD (n = 21), and caregivers of autistic children (n = 22) were asked to complete an online baseline questionnaire. This questionnaire collected information pertaining to caregiver and child demographics, as well as clinical characteristics related to wellbeing, values, and what caregivers identified as rewarding and challenging about raising their child.

Results: Results identified similarities across caregiver groups in terms of wellbeing, values, and the challenges and rewards they identified with raising their children.

Conclusions: Given the similarities in these two caregiver groups, and the shortage of research on families of people with FASD relative to families of autistic people, interventions for family caregivers in the autism community may also be applicable for FASD families, for whom fewer resources are available.

1.5 General

1.5.44 YI-NUO SHIH, ET. AL.

Test–retest reliability and criterion-related validity of Shih–Hsu test of attention between people with and without schizophrenia.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 23-28p.

INTRODUCTION: The “Shih–Hsu Test of Attention” (SHTA) is an iPad-based attention assessment tool developed in recent years by occupational therapists and has acceptable criterion-related validity and high test–retest reliability in preliminary application. This research project explores the criterion-related validity and test–retest reliability of SHTA between people with and without schizophrenia.

METHOD: The participants were 76 adults with schizophrenia aged 20–64 years, and 66 adults without diagnosed mental illness aged 20–64 years were recruited in this study on a voluntary basis. Each participant was assessed twice. The participants completed both the SHTA and Chu’s Attention Test (CAT) in the first test and the SHTA after 3 weeks.

FINDINGS: Analytical results indicate that the SHTA has satisfactory test–retest reliability (ICC = 0.67) and criterion-related validity ($\gamma = 0.29$, $p < 0.05^*$) for adults with schizophrenia and has high test–retest reliability (ICC = 0.90) and criterion-related validity ($\gamma = 0.25$, $p < 0.05^*$) for adults without diagnosed mental illness. The MDC% value for the subjects without diagnosed mental illness was 12.1%, indicating acceptable random measurement error.

CONCLUSION: Our preliminary findings show that the iPad-based attention assessment tool, SHTA, has satisfactory criterion-related validity and test–retest reliability, supporting the future application of SHTA as an attention assessment tool.

1.5.45 JESSICA HERON & BETHAN OWEN-BOOTH.

An exploration of the role of occupational therapists in addressing sexuality with service users post stroke.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 29-36p.

INTRODUCTION: Research suggests stroke negatively affects sexuality yet is rarely addressed by healthcare professionals. This study aims to explore occupational therapists’ perceptions of addressing sexuality post stroke with service users and whether they perceive it to fit into their scope of practice.

METHOD: A qualitative study was undertaken following an inductive reasoning approach. Three occupational therapists working within stroke rehabilitation were purposively recruited. Data were gathered through semi-structured interviews and analysed using inductive thematic analysis to generate four significant themes.

FINDINGS: Findings generated the following themes: (1) Acknowledging the impact stroke has on sexuality. (2) Consideration of the appropriate stage of the stroke journey to address sexuality; identifying home/community environments to be more appropriate, utilising a multi-disciplinary approach to facilitate this. (3) Barriers to addressing sexuality, including staff’s personal feelings, inexperience, limited resources and ageism. (4) Facilitators to addressing sexuality, including approaching the topic appropriately and utilising the role of occupational therapy and resources.

CONCLUSION: This study highlights the gap in the stroke journey where sexuality lies and the role occupational therapists can play in closing this gap. Utilising facilitators such as resources and a multi-disciplinary approach can overcome barriers to practice including embarrassment, prejudice and inexperience.

1.5.46 NATALIE LOUISE JONES, ET. AL.

Remote home visits: Exploring the concept and applications of remote home visits within health and social care settings.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 50-61p.

INTRODUCTION: This study consulted intended users and adopters of technology about a remote home visit application called Virtual Visit Approach. Participants were shown a video of a 'mock' remote home visit and asked to discuss the potential benefits, barriers and uses they could envisage.

METHODS: Purposive sampling brought together stakeholders, patients and public representatives to capture thoughts, feelings and views in co-design workshops. Primary qualitative data were collected in real time. Post workshop, they were analysed and categorised into key themes and subthemes.

FINDINGS: The opportunity to conduct remote home visits was regarded as a positive adjunct to usual practice. However, concerns about the quality of remote assessments were expressed by participants in the workshops.

CONCLUSION: The NHS response to COVID-19 sparked a national roll out of the use of video conferencing technology. The opportunity to access technology to conduct remote visits and consultations, has instigated a seismic change in the way healthcare is delivered now and for the future. However, there is much we do not yet know about the impact on the intended adopters and users of remote visits and consultations. This study demonstrated the importance of involving intended adopters and users in the co-design of technology to explore potential benefits, barriers and uses providing valuable insights to inform future design and development.

1.5.47 ILKEM CEREN SIGIRTMAC & CIGDEM OKSUZ.

Determination of the optimal cutoff values and validity of the Purdue Pegboard Test.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 62-67p.

INTRODUCTION: The Purdue Pegboard Test (PPT) is crucial for assessing fine dexterity of patients with hand injury. Determining the PPT cutoff value is needed to distinguish patients with impaired hand dexterity from those with unimpaired hand dexterity. The aim of this article is to examine the construct validity of PPT and to determine its cutoff values for patients with hand injuries.

METHOD: The PPT and Disabilities of Arm Shoulder and Hand Questionnaire Turkish version (DASH-T) were used to measure hand dexterity. To examine construct validity, we measured the correlation between PPT and DASH-T. The cutoff values were determined using the receiver operating characteristic (ROC) curve generated with sensitivity and 1-specificity. We recruited 101 patients with hand injury and 162 healthy participants.

RESULTS: Correlation between all subtests of PPT and DASH-T were weak ($r = 0.282; 0.473; p < 0.05$). The cutoff value for the assembly subtest of PPT was 24.5. The range of

area under the curve (AUC) values for PPT subtests was good to excellent (AUC: 0.82–0.92).
CONCLUSION: The current study demonstrates that PPT is a valid instrument for measuring hand dexterity in patients with hand injury. Results also suggest that PPT distinguished the patients with impaired hand function from those with unimpaired hand dexterity.

1.5.48 WEI QI KOH, ET. AL.

Patterns of occupational engagement among community-dwelling older adults in Singapore: An exploratory mixed method study.

BRITISH JOURNAL OF OCCUPATIONAL THERAPY, VOL. 85, NO.1. 2022, 62-67p.

INTRODUCTION: The aim of this study is to understand the patterns of occupations among community-dwelling older adults in Singapore. The objectives are to describe their occupational engagement using the Activity Card Sort Singapore, understand their occupational preferences and perceived barriers and facilitators to engagement.

METHODS: A convergent parallel mixed-method study was conducted over a 5-month period in 2018. Purposive and snowball sampling were used to recruit the participants. Individual 1-h interviews were conducted at nonparticipants. Quantitative data collected include demographic information, Modified Barthel Index scores and activity engagement based on the Activity Card Sort Singapore. Qualitative data was collected using semi-structured interviews.

RESULTS: 105 participants were enrolled in the study. Overall, older adults engaged mostly in instrumental and social activities. However, leisure and social activities were most preferred. Gender, educational level and age were found to influence occupational engagement. Overall, six main themes relating to perceived barriers and facilitators to occupational engagement were identified: cognition and physical status, self-efficacy, resources, affect and meaningfulness, social influence and environmental factors.

CONCLUSION: The findings from this study provided insights into the occupational patterns of community-dwelling older adults in Singapore and their perceived barriers and facilitators to engagement. Recommendations for practice were identified.

1.5.49 JOY CHIKAODI, NWOKO, ET. AL.

Exploring private school teachers' perspectives on inclusive education: a case study.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.1, JAN-FEB 2022, 77-92p.

The challenge of educating children with special educational needs in the same mainstream classroom settings as their peers has been recognised internationally. Research suggests mainstream teachers are inadequately prepared for inclusive education. Herein, we explored teachers' views on inclusive practice using a descriptive qualitative study design with semi-structured interviews and classroom observations in a mainstream private school. The participants comprised five mainstream classroom teachers, three learning support teachers and two teacher aides observed in four inclusive classrooms. Thematic analysis identified four major themes: Experience grows confidence; Available support; Resource needs and Changing mindsets. Most participants did not receive formal inclusive practice training prior to commencing teaching and only acquired skills through teaching experience. The importance of administrative support, human resources, regular in-service training, changing mindsets and barriers to effective

practices, including teaching undiagnosed children were major highlights emphasised by participants. Although the findings of this study are specific to the chosen mainstream inclusive primary school, the outcomes of the study could be beneficial to other primary education stakeholders as it has the potential to facilitate effective inclusive educational practice in the classroom.

1.5.50 GARTH STAHI & SARAH McDONALD.

Social capital and self-crafting: comparing two case studies of first-in-family males navigating elite Australian universities.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.1, JAN-FEB 2022, 93-108p.

First-in-family (FIF) males, often from low-socio-economic backgrounds, remain severely underrepresented in Australian higher education. Experiences with social life can be a significant determiner to their success at university as well as their prospects for future employment. This paper explores the experiences of two FIF males as they transition from secondary school to elite courses in prestigious universities. As they navigate these new spaces, we are interested in how these two young men, Lucas and Adam, perceive the accrual of social capital and how this is interrelated with crafting learner identities within the field of university life. In comparing the two case studies, the paper draws on various theories of social capital in an effort to provide nuance regarding how young people access, accrue, and mobilise social capital which may be ever shifting in its composition and power. The paper contributes to the scholarship on upward mobility and social capital through highlighting (1) the strategies adopted for social and academic success, (2) the ways in which social capital must be skilfully operationalised to one's advantage as well as what this means for the crafting of self, and (3) the differences between accessing and *operationalising* social capital.

1.5.51 JOSE BEIDA-MEDINA.

Promoting inclusiveness, creativity and critical thinking through digital storytelling among EFL teacher candidates.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.2, JAN-FEB 2022, 109-123p.

storytelling is an essential component in language learning and acquisition but it has changed over time from early oral tradition to modern digital literacy. Although digital storytelling (DST) has become an important tool in language development inclusive and diverse stories are still underrepresented. The novelty of this article is that it reports the findings of a two-year research about the design and use of DST by 244 teacher candidates and their attitudes toward inclusiveness and diversity in Education. Quantitative and qualitative data were gathered through a pre-test/post-test, class presentations and semi-structured debates. The results revealed statistically significant differences after the treatment as regards inclusiveness and diversity among participants, who demonstrated their creativity and openness to transformative technology pedagogy, and unveiled the early presence of stereotypes among children. The teacher candidates widely supported the integration of inclusive DSTs in the English as a Foreign

Language (EFL) classroom but advocated for a better pedagogical and technological preparation in their transition from digital native students to digital native teachers.

1.5.52 GALINA DENISOVA, ET. AL.

The roles of language and ethnocultural identity in integrating immigrant youth in southern Russia.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.2, JAN-FEB 2022, 192-209p.

Social integration of immigrants into host communities is complicated by their cultural and language differences. The success of the process is determined by government policies and educational effectiveness that focus on socialisation and developing tolerance and intercultural interactions/communications. Using student data collected in educational organisations of southern Russia, this study examined the role of cultural characteristics in everyday interactions and analysed students' attitudes towards immigrants as cultural foreigners. About one-fifth of the respondents tended to distance themselves from immigrants/foreigners showing high levels of mistrust of immigrants and people with other religious backgrounds. The questionnaire results prove that the youth of Astrakhan Region tend to be the most tolerant to cultural foreigners, for the region was historically formed as ethnically mixed one. Young people of the Republic of Kalmykia are the least willing to accept representatives of other cultures and migrants, which might be a consequence of repressions against Kalmyks on an ethnocultural basis by the USSR government during the Second World War. The findings suggest that the educational system insufficiently addresses cultural diversity. This study clarifies that schools should have an active role in developing tolerance among students in southern Russia.

1.5.53 LINDA ISMAILOS, ET. AL.

Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education.

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, VOL.26, NO.2, JAN-FEB 2022, 175-191p.

Pre-service teachers ($n = 1572$) from five faculties of education in Ontario, Canada were surveyed at the beginning of their programme about their attitudes and self-efficacy beliefs regarding inclusive practices. These responses were compared to responses from Ontario in-service teachers ($n = 739$) prior to their district-wide shift from a model of segregation to inclusive classrooms. Results demonstrate that elementary and female pre-service teachers held the most clearly defined inclusive growth mindset and indicated a greater level of confidence in communicating with and supporting families of students with disabilities as compared to secondary and male pre-service teachers. Male pre-service teachers had higher self-efficacy than females for managing behaviour in the classroom. Pre-service teachers, as compared to in-service teachers, favoured a student-centered classroom that promotes student choice and differentiated instruction and they indicated greater confidence in their ability to engage students with accommodations. Pre-service teachers held distinct attitudes toward the role of the students in their own learning and their responsibility to teach to all. It is important to note that both sets of participants were at the beginning of their inclusive practice, therefore, the role of lived

professional (or lack thereof) experience may be impacting their attitudes and self-efficacy beliefs about inclusion.

1.5.54 KIMBERLY A CLEVENGER & KARIN A PFEIFFER.

Teacher-report of where preschoolaged children play and are physically active in indoor and outdoor learning centers.

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 3-12p.

The childcare environment impacts physical activity participation, but little descriptive information is available in different types of programs. Most studies focus on the schoolyard despite children spending more time indoors. This study identified which learning centers were available, used by children, and promoted physical activity, both inside and on the schoolyard. Teachers (N=139; licensed centers, n=59; home-based programs, n=80) identified available learning centers and ranked locations where children spent free-choice time and participated in physical activity. Indoors, blocks, books, and dramatic play were frequently available, and dramatic play was ranked as an area where children spent time (87%) and were active (63%). Outdoors, open/grassy areas, fixed equipment, sandbox, and seating were available, and open/grassy areas and paved areas for balls/objects were locations where children spent time (73%–100%) and were active (87%–100%). Addition of learning centers that were unavailable but promoted physical activity (e.g. lofts) may be a point of intervention.

1.5.55 AYŞE DURAN & ESRA ÖMEROĞLU.

How parents spent time at home with their preschool-aged children during the COVID-19 pandemic of 2020.

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 13-26p.

The effects of the COVID-19 pandemic have been seen in more than 120 countries, including Turkey, which took public health measures to reduce the spread of the novel virus. The COVID-19 pandemic had a significant impact on the Turkish education system, where schools closed indefinitely on March 16, 2020, due to the pandemic. School closures immediately changed the lives of Turkish children and their parents, as children started to spend more time with their families at home during this pandemic. This article addresses how parents spent time with their children at home during the COVID-19 pandemic, and how their feelings changed during this time. Purposive sampling was used to select 25 parents whose children in preschool education during the spring semester of 2020. This study used qualitative methods, collecting data through a semi-structured interview form. Interviews were conducted over the telephone because of the social distancing guidelines during the pandemic. Results from the interviews show that parents engaged in several different types of activities with their children at home during the pandemic. Parents' reflections detailed how they noticed behavioral, psychological, socialization, and school-based impacts on their children during the pandemic period. Besides, findings indicate that parents generally experienced negative feelings and effects due to the pandemic. Results are discussed in terms of the effects of the pandemic on the lives of parents and their young children.

1.5.56 JILLIANNE NERI TEJADA, ET. AL.

Teacher's creation of conditions for peer interactions and relationships.

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 27-41p.

Teachers have the ability to influence a child's sense of belonging and peer relationships in the classroom which are important for a child's social development. Currently, little is known about the ways in which they do this. Vygotsky's concept of the social situation of development and Hedegaard's model for learning and development were used to discuss the conditions teachers created that promote peer relationships within the classroom. Digital video observations and interview of one grade 1 classroom teacher from the western suburbs of Melbourne, Victoria were analysed using Hedegaard's dialectical-interactive approach. This paper demonstrates how the societal demands on institutions influence the activity settings that students participate in and argues that teachers need to create conditions for peer interactions that satisfy societal needs as well as being meaningful for their students and their social situation of development.

1.5.57 SOFIA THEODOSIADOU & ARGYRIS KYRIDIS.

Making sense of the image of TV in Greek preschoolers' drawings .

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 42-58p.

This research illustrates how young children conceptualize the image and role of television in their lives. Building upon Kress and Van Leeuwen's theoretical framework of Visual Grammar, 70 drawings of children from kindergartens of Thessaloniki were analyzed both qualitative and quantitative. The research found that children sketch a rich and varied profile of TV. Children's open-ended construction of meaning surfaced content that reflected themes such as: the profile of the journalist, emotions connected to television, the use of TV, TV as an object, TV as a children's program or an adult program. Future research should also address the challenge of investigating the diverse and rapidly changing media landscape to which the current generation of children experience.

1.5.58 ANITA SONI, ET. AL.

A review of the factors affecting children with disabilities successful transition to early childhood care and primary education in sub-Saharan Africa.

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 59-79p.

Whilst transition to primary school is a commonly experienced phenomenon for most children, some groups of children, including those with disabilities, are less likely to engage in the process because it can be very challenging for them and their families. This article presents evidence from a review of research looking at the transition of children with disabilities within early childhood and primary education in low income countries in Sub-Saharan Africa. From the meta-aggregation, three central areas were identified within the topic of transition of children with disabilities to primary school in sub-Saharan Africa: key actors, obstacles and enablers. Although this review identified some of the main obstacles to transition related to finance, it has highlighted the fact that many children with disabilities and their parents wish to attend school, and there are a number of ways to support and enable successful transition from home to school.

1.5.59 NINA HOWE, ET. AL.

“This is a mailbox, right?”: Associations of play materials with siblings’ and friends’ shared meanings during pretend play.

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 80-92p.

Play materials designed to enhance children’s pretense were investigated; namely, how the specific characteristics of the play sets (thematically open-ended village set vs thematically closed-ended train set) influenced children’s play communication regarding their co-construction of shared meanings. Participants included 44 7-year-old focal children playing with both play sets with an older or younger sibling and a same-age friend. Play set differentially impacted the type of shared meanings children co-constructed; specifically, the village set promoted more simple strategies (e.g. descriptions) and clarifications (e.g. questions), and the train set facilitated more prosocial behavior (e.g. helping), regardless of play partner. Friends were more likely to initiate play ideas and engage in disruptive behavior (e.g. control, aggression) with the train versus the village. The pattern of findings indicated that children’s play communications may be associated with the specific type of props and that all materials designed for pretense do not enhance it in the same way.

1.5.60 HASIBE ÖZLEN DEMIRCAN

“How am I supposed to do this on my own?”: A case study on perspectives of preschool teachers regarding integrative STEM practices.

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 93-112p.

This article analyzes the perspectives of three preschool teachers on integrative STEM practices and the facilitating and hindering factors in their implementation. The participants were preschool teachers working at public preschools. They volunteered to participate in a 14-hour STEM professional development program and to share their perspectives on the implementation of integrative STEM practice. Here a case-study method is used to conduct an in-depth investigation. Data was collected from teachers through interviews, informal classroom observations, and document analysis. The factors facilitating or hindering the teachers’ implementation of integrative STEM practice were analyzed in three aspects: curriculum, pedagogy, learning environment, and the needs they observed while implementing these practices identified. The findings revealed that though the practices are developmentally appropriate to support active learning and time-effectiveness, teachers find it challenging to integrate STEM into education by their own efforts alone. Daily routines, differences between individual children, and material and storage issues are major hindering factors they faced while implementing integrative STEM practices. According to findings, teachers need the support of administration, parents, and colleagues to implement integrative STEM practices. In the short term and the long term, to see a positive impact of integrative STEM practices, there is a need for a better quality context in the curriculum, pedagogy, and learning environment.

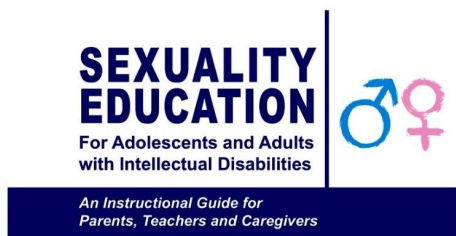
1.5.61 RADEN PASIFIKUS CHRISTA WIJAY, ET. AL.

Socio-emotional struggles of young children during COVID-19 pandemic: Social isolation and increased use of technologies.



JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 20(1), MARCH 2022, 113-127p.

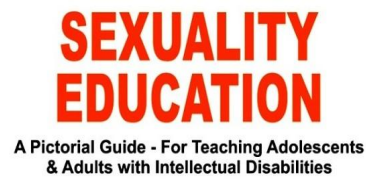
COVID-19 pandemic has caused young children to be isolated from their neighborhood only interacting with people living under the same roof as them, to avoid spreading the virus. Limited social interaction might have affected young children’s social and emotional development. This study aimed to explore the socio-emotional struggles of young children during the pandemic. Participants in the study were 12 mothers of young children living in West Timor, Indonesia. Data were obtained using the photovoice method. Thematic analysis resulted in four main themes, which are increased use of technologies, lack of social interaction, parents’ concerns, and boredom and increased need for stimuli. Findings in this study encourage mothers and related stakeholders to take extra precautions on maintaining children’s well-being during the COVID-19 pandemic.

Books on Sexuality Education by NIEPID





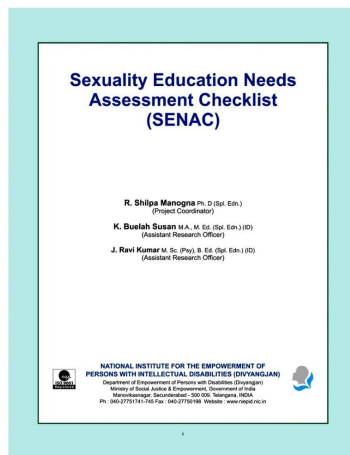
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SAMPLE ENTRY

BAROODY, A.J. —————→ **Author**

Self Invented Addition Strategies by Children with Mental Retardation} —————→ **Title**

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

→ **Name of the Journal**

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→ **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 concert 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