

KARAVALAMBAN

करावलम्बन

A CURRENT AWARENESS BULLETIN

वर्तमान जागरूकता बुलेटिन

Volume 28 खंड २८

Issue No.4 अंक ४

2023 २०२३



राष्ट्रीय बौद्धिक दिव्यांगजन सशक्तिकरण संस्थान

NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS

WITH INTELLECTUAL DISABILITIES(DIVYANGJAN)

Department of Empowerment of Persons with Disabilities (Divyangjan)

(दिव्यांगजन सशक्तिकरण विभाग, सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार)

मनोविकास नगर, सिकन्दराबाद, तेलंगाना

Ministry of Social Justice & Empowerment, Government of India

Manovikas Nagar P.O., Secunderabad 500 009, Telangana

Phone; 040-27751741 to 45, Fax; 040-27750198, Email; dlis@nimhndia.gov.in, Website; www.niepid.nic.in

To access National Helpline Number for all disabilities, Dial - Toll Free Number 14456

सभी दिव्यांगजनों के लिए राष्ट्रीय हेल्पलाइन नंबर तक पहुंचने के लिए, टोल फ्री नंबर 14456 डायल करें



Department of Empowerment of
Persons with Disabilities (Divyangjan)



NIEPID

An ISO 9001-2015
INSTITUTION

DEPARTMENT OF LIBRARY & INFORMATION SERVICES

ABOUT THIS SERVICE

This service was started in January 1986. The main objective of the service is to bring latest developments/techniques reported in the literature in the fields of Intellectual Disability and allied areas to the notice of the professionals working in the field of Intellectual Disability.

This issue includes abstracts of current articles selected from the journals received in the library. The entries are arranged in broad subject groups and an article dealing with more than one subject has been kept under only one group keeping in view of the users' approach. A sample entry is projected on the back inner cover for the guidance of the user.

Chief Patron : Major Dr. B. V. Ram Kumar, Director

HOD-DLIS : Dr. Ambady, K. G., Lecturer in Special Education

Team Members : Mr. Venkat Reddy Pitta, IDO

Ms. Mega Arora, Asst. Librarian

Mr. G. Ravi Shanker, Pub. Asst.

Printed At: DAIL, NIEPID, Secunderabad

All subscriptions are accepted on calendar year (Jan-Dec) basis. Remittance towards subscription charges should be made through demand draft drawn in favour of "Director, NIEPID, Secunderabad" and may be sent addressed to the Information & Documentation Officer, Dept. of Library & Information Services, National Institute for the Empowerment of Persons with Intellectual Disabilities, Manovikas Nagar, Secunderabad – 500 009.

Annual Subscription : Rs. 150-00 (Including Postal Charges)

The Karavalamban can be viewed on Website at **www.niepid.nic.in**

पुस्तकालय एवं सूचना सेवा विभाग

इस सेवा के बारे में

यह सेवा जनवरी १९८६ में शुरू की गई थी। इस सेवा का मुख्य उद्देश्य बौद्धिक दिव्यांगजन और सम्बन्धित क्षेत्रों के क्षेत्र में, साहित्य में रिपोर्ट किए गए नवीनतम विकास/तकनीकों को बौद्धिक दिव्यांगजन के क्षेत्र में काम करने वाले पेशेवरों के ध्यान में लाना है।

इस अंक में पुस्तकालय में प्राप्त पत्रिकाओं से चयनित वर्तमान लेखों के सार शामिल हैं। प्रविष्टियों को व्यापक विषय समूहों में व्यवस्थित किया गया है और एक से अधिक विषयों से संबंधित लेख को उपयोगकर्ताओं के दृष्टिकोण को ध्यान में रखते हुए केवल एक समूह के अंतर्गत रखा गया है। उपयोगकर्ता के मार्गदर्शन के लिए पिछले अंदरूनी कवर पर एक नमूना प्रविष्टि प्रक्षेपित की गई है।

मुख्य संरक्षक: मेजर डॉ. बी. वी. राम कुमार, निदेशक

विभागाध्यक्ष-डी एल आई एस: डॉ. अम्बाडी, के.जी., विशेष शिक्षा में व्याख्याता

टीम के सदस्य: श्री वेंकट रेड्डी पिट्टा, आईडीओ

सुश्री मेगा अरोड़ा, सहायक पुस्तकालयाध्यक्ष

श्री जी. रविशंकर, प्रकाशन सहायक

मुद्रित की गयी : डी ए आई एल, एन. आई. ई. पी. आई. डी., सिकंदराबाद

सभी सदस्यताएँ कैलेंडर वर्ष (जनवरी-दिसंबर) के आधार पर स्वीकार की जाती हैं। सदस्यता शुल्क का भुगतान "निदेशक, एनआईईपीआईडी, सिकंदराबाद" के पक्ष में तैयार डिमांड ड्राफ्ट के माध्यम से किया जाना चाहिए और इसे सूचना एवं प्रलेखन अधिकारी, पुस्तकालय और सूचना सेवा विभाग, राष्ट्रीय बौद्धिक दिव्यांगजन सशक्तिकरण संस्थान, मनोविकास नगर, सिकंदराबाद - 500 009 के पते पर भेजा जा सकता है।

वार्षिक सदस्यता: रु. 150-00 (डाक शुल्क सहित)

करावलम्बन को वेबसाइट www.niepid.nic.in पर देखा जा सकता है।

KARAVALAMBAN

करावलंबन

A CURRENT AWARENESS BULLETIN

वर्तमान जागरूकता बुलेटिन

Volume 28 खंड २८

2023 २०२३

Issue No.4 अंक ४

SL. NO. क्र. संख्या

SUBJECT विषय

PAGE NO. पृष्ठ संख्या

1.0	Abstract of Current Articles वर्तमान आलेख का सार	1
1.1	Psychology मनोविज्ञान	1-10
1.2	Intellectual Disability बौद्धिक दिव्यांगजन	11-18
1.3	Special Education विशेष शिक्षा.....	19-23
1.4	Medical sciences चिकित्सा विज्ञान.....	24-34
1.5	Speech Pathology & Audiology वाक् रोगविज्ञान एवं श्रवणविज्ञान	35-38
1.6	General सामान्य.....	39-44

पुस्तकालय एवं सूचना सेवा विभाग

Department of Library & Information Services



राष्ट्रीय बौद्धिक दिव्यांगजन सशक्तिकरण संस्थान
National Institute for the Empowerment of Persons
with Intellectual Disabilities (Divyangjan)

(दिव्यांगजन सशक्तिकरण विभाग, सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार)

(एक आईएसओ 9001:2015 संस्थान)

मनोविकास नगर, सिकन्दराबाद, तेलंगाना

Department of Empowerment of Persons with Disabilities
(Ministry of Social Justice and Empowerment, Govt. of India)

(An ISO 9001:2015 Institute)

Manovikasnagar, Secunderabad – 500 009. Telangana, India.

Ph: 040-27751741, 27759106 (Direct) Fax: 040-27750198.

Website: www.niepid.nic.in

E-Mail: dllis@nimhindia.gov.in

1.0 Abstracts of Current Articles

1.1 Psychology

1.1.1 ROBERT L. GLUECKAUF, et al.

African American Alzheimer's Caregiver Training and Support Project 2 (ACTS2) pilot study: Outcomes analysis.

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 437-448p.

Purpose/Objective: The purpose of this study was to conduct an initial evaluation of the quantitative and qualitative outcomes of the African American Alzheimer's Caregiver Training and Support Project 2 (ACTS2). Quantitative objectives focused on assessing changes in caregiver depression and health status, as well as the severity of caregiving and self-care problems from pre- to postintervention. Secondary quantitative analyses examined posttreatment changes in social support and caregiver burden. Qualitative objectives included examining caregivers' perceptions of the effectiveness of in-session training activities, quality of relationships among group participants and their facilitator, and appraisals of spiritual elements of the program.

Research Method/Design: Nine African American family caregivers of older adults with dementia completed the ACTS2 lay pastoral care facilitator-led, telephone cognitive-behavioral intervention. The 12-week training program included seven skills-building groups and five individual problem-solving sessions.

Results: Significant improvements were found on the majority of dependent measures, including caregiver depression, health status, problem severity, and social support. Qualitative analysis highlighted the value caregivers placed on relationships with coparticipants and group facilitators, the role of spirituality in the program, and the importance of goal setting for improving caregiver distress and self-care.

Conclusions/Implications: Convergence was found between quantitative and qualitative findings, particularly improvements in caregiver distress, health status, and social support. Overall, the findings of the pilot study were promising. Replication using a randomized controlled design with a larger sample size is needed to test the reliability of the findings. The benefits of tailoring intervention to caregivers' sociocultural preferences and spiritual values are also addressed.

1.1.2 ELIZABETH JEAN DURANEY, et al.

Impact of mindfulness training on emotion regulation in multiple sclerosis: Secondary analysis of a pilot randomized controlled trial.

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 449-460p.

Purpose/Objective Research: This secondary analysis of a pilot randomized controlled trial in people with multiple sclerosis (PwMS) aimed to compare mindfulness-based training (MBT), adaptive cognitive training (aCT), and a waitlist control (WL) on the use of emotion regulation strategies during daily worries and ruminations. Further, we examined cognitive functioning as a moderator of training effects.

Research Method/Design: Sixty-one PwMS were randomized into an MBT, aCT, or a WL control group for four weeks. Participants completed daily diaries assessing their use of emotion regulation strategies and measures of cognitive functioning at pre- and posttraining. The frequency of acceptance use, maladaptive strategies, and cognitive reappraisal, as well as the success of acceptance use, were the primary outcomes of interest. We also examined whether a cognitive composite score moderated treatment gains.

Results: Relative to pretraining, at posttraining, participants in the MBT group used acceptance more frequently, and this change was significantly greater compared to the change in aCT and WL groups. Training did not have differential effects on the frequency of maladaptive strategy and cognitive reappraisal use or on the success of acceptance use. Cognitive functioning did not moderate observed treatment gains.

Conclusion/Implications: Our findings, based on this pilot study, suggest that after brief training in mindfulness meditation, PwMS used more acceptance strategies to regulate their emotions. Future studies with larger sample sizes, longer duration of treatment, and longitudinal follow-up are needed to better understand the efficacy of mindfulness meditation for promoting affective and cognitive health in PwMS.

1.1.3 MARC A. SILVA et al.

Improving sleep apnea treatment adherence after traumatic brain injury: A nonrandomized feasibility study.

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 461-473p.

Purpose/Objective: To evaluate the feasibility of a psychological intervention designed to increase Positive Airway Pressure (PAP) adherence, adapted with cognitive accommodations for comorbid obstructive sleep apnea (OSA) and traumatic brain injury (TBI).

Research Method/Design: This was an open-label single arm (nonrandomized) study. Eligibility criteria were moderate-to-severe TBI, OSA diagnosis, prescribed PAP, nonadherent, and able to consent. Participants were recruited from inpatient and outpatient settings at a tertiary care hospital. The four-module manualized intervention was delivered primarily via telehealth. Feasibility aspects measured included eligibility, recruitment, and retention rates; session duration and attendance; and characteristics of outcome and process measures (e.g., completion rates, data distribution). Symptom measures included the Epworth Sleepiness Scale, Fatigue Severity Scale, Functional Outcomes of Sleep Questionnaire, Self-Efficacy Measure for Sleep Apnea, OSA Treatment Barriers Questionnaire (OTBQ), and Kim Alliance Scale–Revised.

Results: Of 230 persons screened, 14.3% were eligible. Recruitment rate ($n = 17$) was 51.5%. Retention rate ($n = 13$) was 76.5%. Treatment completers had no missing data. The OTBQ deviated from normality, but other measures had adequate skew (< 2.0) and kurtosis (< 7.0) and were free from significant floor and ceiling effects ($< 15\%$). Change score effect sizes were minimal to moderate ($d = .10-.77$). There were no adverse events.

Conclusions/Implications: These results inform ways in which procedures should be modified to enhance the success of a future clinical trial testing the efficacy of this adherence intervention. Inclusion criteria should be reconsidered, and recruitment sites expanded, to capture eligible persons and adequately power an efficacy study.

1.1.4 JIABIN SHEN, et al.

VR-based cognitive rehabilitation for children with traumatic brain injuries: Feasibility and safety.

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 474-483p.

Purpose/Objective: Traumatic brain injury (TBI) is a leading cause of acquired disability in children, who are at risk of significant impairment in executive function (EF). Virtual reality technology provides a novel strategy to offer rich and immersive training content that is both appealing to children and of potential value in improving their daily functioning. The present study aimed to evaluate the feasibility and safety of implementing an innovative VR-based

interactive cognitive training (VICT) system for EF rehabilitation designed to meet the developmental and clinical needs of children with TBI.

Research Method/Design: A parallel-group random-block randomized controlled trial was conducted among 26 children 7–17 years with TBI, who completed baseline, postintervention, and 2-month follow-up visits. Feasibility was assessed for recruiting children, measuring outcomes, and implementing the intervention. VR satisfaction was assessed via 5-point Likert scales. Safety outcomes included simulator sickness (0–4) and physical exertion (6–20). Preliminary efficacy was assessed by NIH Toolbox Cognitive Battery tasks.

Results: Findings supported the feasibility of recruitment, outcome assessment, and delivery of the intervention. The intervention group reported adequate VR satisfaction in terms of pleasure ($M = 3.25$, $SD = .50$) and motivation ($M = 2.75$, $SD = .96$), as well as low levels of physical exertion ($M = 6.25$, $SD = .50$) and simulator sickness ($M = .16$, $SD = .19$). Preliminary evidence supported potential efficacy of the intervention, particularly for moderate and severe TBIs.

Conclusion/Implications: The present study found high feasibility, safety, and preliminary efficacy of the VICT system. Further research is required to fully examine the intervention's efficacy as a possible rehabilitation tool for children with TBI.

1.1.5 MEGGAN M. JORDAN, et al.

The RESCUE problem solving intervention for stroke caregivers: A mixed-methods pilot study

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 484-496p.

Purpose/Objective: Stroke caregivers face many challenges after a family member experiences stroke. Because caregivers play such a crucial role in health care, there is a need for more interventions in web-based formats that focus on caregiver psycho-education and skills building. A pilot study was devised to determine the feasibility, acceptability, and value of an active, 4-week telephone and web-based intervention for stroke caregivers.

Method/Design: A one-group, pretest-posttest design with a mixed-methods approach was used. Qualitative data supplemented the quantitative findings. Community-dwelling caregivers of stroke patients were recruited from the Veterans Health Administration. Quantitative data were collected pre and postintervention. Semistructured interviews were completed with a subsample of caregivers to capture more detail about the acceptability and value of the intervention.

Results: Ninety-three caregivers were recruited; 72 caregivers completed the intervention and 21 withdrew (77% completion rate). From pre- to posttest, caregiver depression ($p = .008$) and caregiver burden ($p = .013$) decreased. Problem-solving abilities and health-related quality of life showed no change. Seventy-eight percent of caregivers rated the intervention sessions with the nurses as very helpful or extremely helpful, and 76% reported using the problem-solving strategies a moderate amount to extremely often. Interviews suggest that the intervention was valuable and led to new strategies to relieve stress and prioritize health.

Conclusions/Implications: The intervention was feasible to implement and acceptable to caregivers. This intervention shows promise for fulfilling a need for more web-based interventions that focus on skills building and psycho-education, but more rigorous testing is needed to determine effectiveness.

1.1.6 NOELLE E. CARLOZZI, et al.

An app-based just-in-time-adaptive self-management intervention for care partners: The

CareQOL feasibility pilot study

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 497-512p.

Purpose/Objective: The primary objective of this study was to establish the feasibility and acceptability of an intensive data collection protocol that involves the delivery of a personalized just-in-time adaptive intervention (JITAI) in three distinct groups of care partners (care partners of persons with spinal cord injury [SCI], Huntington's disease [HD], or hematopoietic cell transplantation [HCT]).

Research Method/Design: Seventy care partners were enrolled in this study (n = 19 SCI; n = 21 HD, n = 30 HCT). This three-month (90 day) randomized control trial involved wearing a Fitbit to track sleep and steps, providing daily reports of health-related quality of life (HRQOL), and completing end of month HRQOL surveys. Care partners in the JITAI group also received personalized pushes (i.e., text-based phone notifications that include brief tips or suggestions for improving self-care). At the end of three-months, care partners in both groups completed a feasibility and acceptability questionnaire.

Results: Most (98.6%) care partners completed the study, average compliance was 88% for daily HRQOL surveys, 96% for daily steps, and 85% for daily sleep (from wearing the Fitbit), and all monthly surveys were completed with the exception of one missed 3-month assessment. The acceptability of the protocol was high; ratings exceeded 80% agreement for the different elements of the study. Improvements were seen for the majority of the HRQOL measures. There was no evidence of measurement reactivity.

Conclusions/Implications: Findings provide strong support for the acceptability and feasibility of an intensive data collection protocol that involved the administration of a JITAI. Although this trial was not powered to establish efficacy, findings indicated improvements across a variety of different HRQOL measures (~1/3 of which were statistically significant).

1.1.7 BRIAN N. PHILLIPS, et al.

Relations among gratitude, adaptation to disability, and flourishing among adults with disabilities: A longitudinal mediation model

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 546-555p.

Purpose/Objective: Flourishing, a primary outcome of rehabilitation psychology, is understudied among adults with disabilities. Gratitude has emerged as an individual strength that is both malleable and robust in predicting flourishing and adaptation to disability. The purpose of this study was to assess the influence of gratitude on flourishing over time and to analyze the potential mediating role of adaptation to disability on this relationship for a group of adults with disabilities.

Research Method/Design: Data were collected at 3 time points over 21 months (N = 429). A single mediator model with external demographic variables was tested to determine the relationship of gratitude (Time 1) with adaptation to disability (Time 2) and flourishing (Time 3). Approximately 40% of the initial sample was retained across all time points.

Results: Gratitude predicted later flourishing and adaptation to disability accounted for a significant portion of this relationship, accounting for 27% of the total effect.

Conclusions/Implications: Results of this single mediator model indicate that adaptation to disability serves as a partial mediator of the relationship between gratitude and flourishing, with both gratitude and adaptation to disability having a significantly positive influence on flourishing. Understanding gratitude's influence on later adaptation and flourishing provides data to inform rehabilitation psychology interventions.

1.1.8 STANISLAWA BYRA, et al.

Posttraumatic growth and interpersonal forgiveness in persons with physical disabilities
REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 567-574p.

Purpose/Objective: To investigate whether there is a relationship between posttraumatic growth (PTG) and forgiveness in people with physical disabilities, and whether contextual factors moderate the association.

Research Method/Design: Two hundred and sixty seven persons with physical disabilities completed Polish versions of three inventories: Posttraumatic Growth Inventory (PTGI), Decision to Forgive Scale (DTFS), and Emotional Forgiveness Scale (EFS). The participants also assessed contextual factors of offenses, such as transgression severity, apology being offered, and quality of the relationship with the offender. The associations between the variables were examined using correlation and moderation analyses. In the moderation model, PTG was posited as a predictor, offence-specific factors as subsequent moderators, and forgiveness (decisional and emotional) as outcome variables.

Results: PTG was positively associated with decisional and emotional forgiveness, and not related to contextual factors. Transgression severity, apology, and relationship quality were correlated with forgiveness. The quality of the victim-offender relationship was the only contextual variable to moderate the association between PTG and emotional forgiveness.

Conclusion/Implications: PTG and forgiveness are positively related and their association is moderated by the context of the transgression to a minor extent.

1.1.9 EMILY M. LAUND

Valuing the insider-professional perspective of disability: A call for rehabilitation psychologists to support disabled psychologists and trainees across the profession.

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 582-586p.

Purpose/Objective: In this commentary, I call for rehabilitation psychologists to support and advocate for trainees and psychologists with disabilities across the profession as an extension of the foundational principles of the study.

Research Method/Design: I reviewed the literature on psychologists and psychology trainees with disabilities, as well as the foundational principles of rehabilitation psychology.

Results: A growing body of literature documents both the presence of psychologists and psychology trainees with disabilities and the barriers that they often encounter in the field. One of the foundational principles of rehabilitation psychology and the acknowledgment of the insider–outsider perspective of disability, which holds that disabled individuals, by nature of their lived experience, have unique perspectives on disability that enrich our overall understanding of it.

Conclusion/Implications: Through their combination of lived experience and professional expertise, disabled psychologists and trainees bring a critical insider-professional perspective to the field, both inside and outside of rehabilitation psychology. It is both important and in line with our foundational principles that rehabilitation psychologists advocate for psychologists and trainees with disabilities in all settings, so that their important insider-professional perspective on disability can continue to advance the field.

1.1.10 JENNA A. VAN FOSSEN & CHU-HSIANG CHANG

Aspects of violence leading to distress and changed attitudes for physiotherapists: A qualitative investigation

PHYSIOTHERAPY, VOL. 117, DECEMBER 2022, 63-70p.

Objective: Physiotherapists are often the targets of workplace violence. We investigated how physiotherapists make sense of their exposure experiences, and what aspects of their experiences of workplace violence lead to negative reactions and changed attitudes towards the work organization.

Design: Qualitative interview study.

Methods: We conducted individual semi-structured interviews with 82 physiotherapists across a range of care settings. Interviews were recorded and transcribed. We then conducted an inductive content analysis of the transcribed interviews.

Results: We found two themes representing meaningful characteristics of exposure incidents for determining reactions: attributions of intent to cause personal harm and acceptance of violence. We found three themes under changed attitudes: awareness of risk, adequacy of the organization's actions to prevent violence, and satisfaction with organizational support. Physiotherapists were more likely to experience psychological distress when they perceived that perpetrators intended to cause harm and were cognitively coherent. Following violence, physiotherapists were also more cognizant of risk in their profession. Changes in attitudes about the organization were driven by satisfaction with violence prevention measures and organizational support.

Conclusions: Organizations should develop policies to prevent violence and provide victims with additional support, particularly when victims express that they believe that violence was committed intentionally and when the perpetrators are not cognitively impaired. Physiotherapists may be able to minimize the effects of violence exposure by reflecting on their exposure experiences and attributing the exposure to external factors.

1.1.11 E. MICHELLE J. NAYLOR, et al.

“You’ve broken the patient”: Physiotherapists’ lived experience of incivility within the healthcare team - An Interpretative Phenomenological Analysis

PHYSIOTHERAPY, VOL. 117, DECEMBER 2022, 89-96p.

Background: Incivility in healthcare teams is a widely recognised phenomenon. The impact of incivility is far-reaching with consequences for healthcare organisations, individuals and patient care. To date there has been little research into the effects of incivility on physiotherapists, with the extant literature focussed on nurses and physicians.

Purpose: To explore the impact of incivility on physiotherapists working in the acute hospital setting

Methods: A qualitative design using Interpretative Phenomenological Analysis was used. Semi-structured interviews were conducted with a group of physiotherapists (n = 6).

Analysis: The transcripts were analysed using six-step analysis common to interpretative phenomenological analysis. Member checking was used to enhance the quality of the study.

Results: Two superordinate themes were identified. Superordinate theme one, impact of incivility on the professional self and superordinate theme two, impact of incivility on the emotional self were identified as novel.

Conclusion and Implications: The impact of incivility on physiotherapists, professionally and personally, should not be underestimated and further qualitative and quantitative research is required to identify and implement strategies which may mitigate the effects on individuals and the profession as whole.

1.1.12 STEPHANIE H. JONES & CLAIRE C. ST. PETER

Nominally acceptable integrity failures negatively affect interventions involving intermittent reinforcement

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1109-1123p.

The finding that differential reinforcement of alternative behavior (DRA) is efficacious at 80% integrity when continuous reinforcement is programmed for alternative responding may have contributed to a perception that integrity at 80% or above is acceptable. However, research also suggests that other interventions (e.g., noncontingent reinforcement) may not remain effective at 80% integrity. The conditions under which 80% integrity is acceptable for common behavioral interventions remains unclear. Therefore, we conducted two human-operant studies to evaluate effects of 80% integrity for interventions with contingent or noncontingent intermittent reinforcement schedules. During Experiment 1, we compared noncontingent reinforcement (NCR) and DRA when implemented with 80% integrity. During Experiment 2, we compared 2 variations of DRA, which included either a ratio or interval schedule to reinforce alternative behavior. Results replicated previous research showing that DRA with a FR-1 schedule programmed for alternative responding resulted in consistent target response suppression, even when integrity was reduced to 80%. In contrast, neither NCR nor interval-based DRA were consistently effective when implemented at 80% integrity. These results demonstrate that 80% integrity is not a uniformly acceptable minimal level of integrity.

1.1.13 EMMA COCHRANE

Evaluating peer-implemented video feedback to improve weight training form

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1144-1156p.

This study evaluated the effectiveness of behavioral skills training (BST) to teach peer-trainers to implement video feedback (Study 1) and evaluated the effectiveness of peer-implemented video feedback to increase proper deadlifting form across 3 participants (Study 2). A nonconcurrent, multiple baseline design across participants was employed to evaluate BST and peer implemented video feedback. Results demonstrate that BST was effective for teaching peer-trainers to implement video feedback and video feedback led to improvement of deadlifting form across all participants.

1.1.14 MARISSA D. SBRILLI & et al.

The Depression Prevention Initiative: Trauma as a Moderator of Prevention Outcomes

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.30(4), DECEMBER 2022, 247-259p.

Interpersonal Psychotherapy-Adolescent Skills Training (IPT-AST) is an evidence-based indicated depression prevention program that has been shown to reduce depression symptoms. Research is needed to identify moderators of IPT-AST's effects. Although trauma history has emerged as a moderator of depression treatment outcomes, the impact of trauma on short- and long-term outcomes in the context of preventive interventions for adolescent depression is unknown. This study examines the impact of trauma on prevention outcomes in a school-based randomized controlled trial (RCT) in which 186 adolescents (mean age = 14.01 years, SD = 1.22; 67% female) were randomly assigned to IPT-AST delivered by research staff or to group counseling (GC) provided by school counselors. Trauma history

significantly moderated intervention outcomes during the active phase of the intervention but not during long-term follow-up. During the active phase, youth in IPT-AST with low or no trauma exposure experienced significantly greater reductions in depression symptoms than youth in GC with low or no trauma exposure, but there were no significant differences in rates of change between the two interventions for youth with high or any trauma exposure. These findings highlight the importance of assessing trauma and investigating whether these interventions can be tailored or supplemented to enhance the effects for youth with trauma exposure.

1.1.15 CRISTIN M. HALL, et al.

Latent Profiles of Students at Social-Emotional Risk: Heterogeneity Among Peer-Rejected Students in Early Elementary School

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.30(4), DECEMBER 2022, 260-272p.

A latent profile analysis was applied to explore heterogeneity in the social and classroom behaviors of 224 peer-rejected elementary school students (56% White, 68% male, Grades 1–4, M age = 8.1 years). Profile indicators included teacher ratings of social skills and problem behaviors on the Social Skills Improvement System (SSIS) and peer nominations of prosocial, aggressive, and withdrawn behavior. Four profiles emerged. Two profiles were characterized by elevated externalizing problems by peer and teacher report, one with multiple co-occurring difficulties (multiproblem, 21% of the sample) and one characterized primarily by aggression (domineering, 32% of the sample). Another profile was characterized by deficits in social skills and viewed by teachers as internalizing and disruptive (internalizing-dysregulated, 26% of the sample.) The final profile was nondistinct on teacher ratings but defined by low rates of prosocial behavior by peers (teacher preferred, 21% of the sample.) Group comparisons revealed that students in the multiproblem and internalizing-dysregulated profile classes had lower-quality relationships with teachers and more academic difficulties than students in the other two profile classes. The findings are discussed in terms of implications for identifying peer-rejected students for Tier 2 interventions and tailoring those interventions to enhance impact.

1.1.16 KRISTEN A. ARCHBELL & ROBERT J. COPLAN

Too Anxious to Talk: Social Anxiety, Academic Communication, and Students' Experiences in Higher Education

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.30(4), DECEMBER 2022, 273-286p.

Social anxiety is related to a host of negative student outcomes in the educational context, including physical symptoms of anxiety, reduced cognitive functioning, and poor academic performance. Despite the prevalence of social anxiety, little is known about mechanisms that may underlie associations between social anxiety and outcomes in the context of higher education. Therefore, the goal of this study was to evaluate a conceptual model linking social anxiety, communication with peers and instructors, students' experiences (i.e., engagement, connectedness, and satisfaction), and indices of socio-emotional functioning at university. Participants were 1,073 undergraduate students (M age = 20.3 years, SD = 3.49) who completed a series of self-report measures. Among the results, social anxiety was negatively related to communication with instructors, socio-emotional functioning, and student experiences, and academic communication accounted for significant variance in the links

between social anxiety and student experiences. In addition, there was at least some evidence that student experiences partially mediated the association between social anxiety and socio-emotional functioning. Gender effects suggest that social anxiety is related to less communication with instructors, lower engagement and satisfaction, and poorer socio-emotional functioning among females compared with males. Results are situated within current literature examining social anxiety in education. The discussion provides concrete suggestions for educational practitioners to increase support for students who experience social anxiety.

1.1.17 AMORI YEE MIKAMI, et al.

A Novel Look at Peer Problems: Examining Predictors of Children's Sociometric Ratings of Classmates With ADHD Symptoms

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.30(4), DECEMBER 2022, 287-299p.

Research predominantly focuses on problematic behaviors in children with symptoms of attention-deficit/hyperactivity disorder (ADHD) to explain why they are disliked by their classroom peers. By contrast, the current study explores characteristics of peers that are associated with them disliking classmates with ADHD symptoms. To do so, we undertook a novel methodological approach using hierarchical linear modeling to examine the strength of the association between child characteristics, their sociometric ratings given to classmates, and the recipients' ADHD symptom levels. Participants were 194 children (Grades K–4) in 12 classrooms. Using the sociometric method, children rated their liking versus disliking of each classmate. Children's ADHD symptoms were reported by the teacher. Children's self-reported stigma about ADHD, their own sociometric ratings received, and teacher ratings of children's academic competence were collected. Results suggested that children who reported more stigma about ADHD, and who were more socially and academically competent, had a stronger negative association between the sociometric ratings they gave and the recipients' ADHD symptoms (i.e., were more likely to dislike classmates with ADHD symptoms). These effects were strongest at the end of the academic year relative to the beginning of the year. Implications for interventions targeting the peer group are discussed.

1.1.18 NATHAN VERBIST, et al.

The Relationship Between Treatment Prescription and Standardized Assessment for Youth With Identified Trauma, Behavior Problems, or Substance Use

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.30(4), DECEMBER 2022, 300-312p.

The use of standardized assessment in evidence-based practice (EBP) is critical in identifying empirically supported interventions (ESIs); however, the subject has received minimal attention in the literature. In a sample of child welfare involved youth, this study sought to determine whether there was a relationship between dimensions of trauma exposure, emotional/behavioral problems, and substance use problems, as identified in the Child and Adolescent Needs and Strengths (CANS) assessment conducted by behavioral health providers, and the type of prescribed ESI. Bivariate analysis of variance (ANOVA), chi-square tests, and multivariate binary logistic regression results suggest clinicians use assessment information to varying degrees when prescribing an ESI. Close to 90% of the sample was prescribed an ESI intended to address emotional or behavior concerns. Approximately one-fourth of the sample was prescribed a trauma-focused ESI, while

substance use-focused ESIs were the least frequently prescribed. As the intensity of assessed trauma-related problems increased, so too did the odds of receiving an ESI intended to address trauma. To a lesser degree, as assessed emotional/behavior problems or substance use issues increased, the probability of being prescribed a related ESI also increased. Implications for practitioners, administrators, policymakers, educators, researchers, and other behavioral health stakeholders are discussed.

UNDER AWARENESS PROJECT ANIMATED FILMS CREATED

BY
NIEPID



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

1.2 Intellectual Disability

1.2.19 RACHEL MORE & BETH TARLETON

Experiencing motherhood and fatherhood with learning difficulties in Austria: The need for self-determined support

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 455-466p.

Background: Many parents with learning difficulties face high rates of child welfare intervention and child removal. In contrast to other high-income countries, there has not been any published research on the lives of mothers and fathers with learning difficulties from an Austrian perspective. After presenting an insight into the international literature and the Austrian context, original empirical findings relevant to providing professional support for parents with learning difficulties are introduced.

Method: As part of a larger qualitative study, ten individual parents with learning difficulties (six mothers and four fathers) were interviewed to gain insight into their experience of motherhood and fatherhood. During the interviews, participants were asked to visualise their social networks through network maps that were then included into analyses. The current paper primarily engages with parents' experience of professional practice based on a hermeneutic analysis of latent and manifest meanings.

Findings: The study results reinforce the relevance of social networks, including (a lack of) professional parenting support, and gendered parental self-understandings in relation to barriers for parents with learning difficulties in Austria. Parents often experienced surveillance from child welfare professionals and referred to "being checked on" as well as receiving "the wrong support". Only one study participant experienced the (flexible and self-determined) support provided to her family as helpful. Mothers and fathers with learning difficulties face, at times, quite different challenges in the parenting role. The findings highlight a maternal self-understanding as being primarily responsible for their child, while fathers often felt excluded from their child's life.

Conclusions: Support services need to acknowledge the relevance of gendered parenting roles and intersections of multidimensional disadvantages. The parenting support currently available to mothers and fathers with learning difficulties (if available at all) needs radical improvement and nationwide support structures need to be installed in collaboration with families.

1.2.20 JONATHAN EE et al.

A systematic review of the knowledge, attitudes and perceptions of health and social care professionals towards people with learning disabilities and mental health problems

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 467-483p.

Background: People with learning disabilities have poorer access to mental health services. It is important for health and social care professionals to have adequate knowledge and skills combined with positive attitudes to work with this population. This review focuses on the knowledge, attitudes and perceptions of health and social care professionals who provide mental health services to people with learning disabilities.

Method: A systematic literature search was carried out to identify quantitative studies published in the English language between 2006 and 2020.

Results: Thirteen studies were identified that met the inclusion criteria. The studies identified

a lack of knowledge and competency among health and social care professionals to address the mental health needs of people with learning disabilities. Health and social care professionals in these studies viewed people with learning disabilities as more vulnerable and suggested specialist mental health services to cater to their specific mental health needs.

Conclusions: Health and social care professionals appear to hold negative views of people with learning disabilities, which adversely influences their willingness to work with them. It is recommended that health and social care professionals receive more training opportunities to increase their skills and develop confidence in providing services to this population.

1.2.21 SUE LEDGER et al.

“Everyone has a story to tell”: A review of life stories in learning disability research and practice

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 484-493p.

In this paper, the authors review life stories in learning disability research and practice since the 1960s. Although there is consistent evidence of their value in giving people a voice and an identity beyond the service label, they are not widely used in the provision of health and social care. This is despite long-standing policy commitments to person-centred practice. The paper explores possible barriers to the use of life story work and what further research is needed if they are to be more widely and effectively used in practice.

1.2.22 IZASKUN ALVAREZ-AGUADO et al.

Levels of self-determination in the ageing population with intellectual disabilities

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 494-503p.

Background: Self-determination is a key construct to guarantee the development of skills that allow people with disabilities to acquire control over their lives. However, people with intellectual disabilities may have premature ageing processes that make it difficult to exercise these skills. This study seeks to determine the self-determination levels of 516 ageing adults with intellectual disabilities between the ages of 45 and 86 years.

Method: The data were collected with an ad hoc scale developed from the Functional Model of Self-Determination.

Findings: The results show that competencies related to self-advocacy and self-knowledge greatly decreased, unlike making choices and solving problems. In addition, the severity of the disability, age, place of residence and type of support are identified as variables associated with levels of self-determination.

Conclusions: There is a need to prioritise the acquisition and maintenance of skills related to self-realisation as the basis for intervention proposals in self-determination.

1.2.23 DIPTI PATIL et al.

The association between access to emergency respite and hospital admission: A longitudinal, cohort case register study

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 504-513p.

Background: Reducing hospital admissions for people with a learning disability is a key objective of national guidelines. However, there are currently little available data which

indicate factors which might reduce the risk of hospital admission. Using a cohort of people at risk of hospital admission, this research sought to explore the association between access to emergency respite and hospital admission.

Methods: This study accessed data from 76 clients who were based within Pennine Care NHS Foundation Trust, who were on the Dynamic Risk Register due to assessed risk of possible hospital admission. After the employment of inclusion criteria, data from 51 clients were used in the analysis. The study accessed data from clinical records and any professionals meeting minutes (e.g., care and treatment review) from a 12-month period; information was collected pertaining to participants' diagnoses and the treatments and interventions that they had received.

Findings: Whilst controlling for other interventions, a significant association between hospital admission and access to emergency respite was found, with emergency respite significantly reducing the odds of hospital admission (OR 0.05, CI 0 to 0.36, $p = .001$). Not having access to emergency respite increased the odds of hospital admission by 20.56 times.

Conclusion: In the study catchment area, emergency respite appears to be significantly associated with a reduction in hospital admission, independent of other interventions offered. Further research is necessary to explore if this study's findings are replicable in other areas. This study has implications for the development of emergency respite services in local areas.

1.2.24 NERISSA GRANT, & et al.

The experiences of sepsis in people with a learning disability—a qualitative investigation
BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 514-524p.

Background: Sepsis is a common cause of death within the general population and the third most common cause of death for people with a learning disability, suggesting an increased vulnerability or different trajectory within this population. Despite this, there is currently no research into the direct lived experiences of people with a learning disability who develop and recover from sepsis.

Methods: Semi-structured interviews were conducted with 3 people with a learning disability (average age of 44.7, range of age 33 to 68) who experienced sepsis and 5 carers (1 familial and 4 professional carers) (average age of 48.8, range of age 43 to 58) who had supported an individual with a learning disability while they had sepsis. Sepsis was caused by a range of physical health problems. Face-to-face semi-structured interviews were conducted, transcribed and analysed using thematic analysis.

Findings: Six main themes were identified: chronic and acute pre-existing health conditions, experiences within the hospital setting, physical recovery, mental recovery, returning to a normal life and the implications of sepsis.

The findings highlighted some of the ongoing difficulties for people with intellectual disabilities in accessing timely healthcare provision and the ongoing mental health problems, even after physically recovering from sepsis. People with a learning disability have more comorbid health conditions which may compound the longer-term effects of sepsis.

Conclusion: Future research should be conducted with people with learning disabilities about their experiences shortly after recovery from sepsis, to mitigate the effects of memory difficulties in recalling experiences.

1.2.25 LANCE WATKINS et al.

Intellectual disability, epilepsy and bone health: Quality improvement in a specialist epilepsy

service

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 525-531p.

Background: People with epilepsy and intellectual disability should be considered at high risk of developing metabolic bone disease. Risk is increased with number of comorbidities and polypharmacy, particularly anti-seizure medications. One way of improving bone health is to ensure that every one has adequate levels of vitamin D through supplementation.

Methods: This audit phase of a wider quality improvement (QI) project monitors the implementation of a Bone Health Project (BHP) for people with epilepsy and intellectual disability. Key Clinical Standard 1 of the BHP aims to ensure that where appropriate everyone prescribed anti-seizure medication is offered vitamin D supplementation. This audit standard is based upon the Scientific Advisory Committee on Nutrition Guidance. The complete audit cycle was undertaken for the entire patient cohort under the care of a specialist epilepsy service and followed QI methodology.

Findings: From the initial audit, the total number of patients prescribed vitamin D supplementation increased significantly from 95 (29%) to 182 (79%) by the end of the cycle. For those prescribed enzyme-inducing anti-seizure medications, the number of patients prescribed vitamin D supplementation increased significantly from 52 (49%) to 89 (90%).

Conclusions: Working collaboratively with people with intellectual disability and epilepsy can enhance engagement. Vitamin D supplementation at 800IU has been established as safe and largely efficient in ensuring most people have adequate levels of serum vitamin D. There will be people who require vitamin D replacement therapy, and this requires further intervention including monitoring of bone profiles and referral to other specialists.

1.2.26 CAROLINE FAUST & DIANE MORIN

Relationship between physical activity and health in individuals with intellectual disability

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 532-543p.

Background: The frequency and intensity of physical activity are directly related to health in the general population. However, to our knowledge, no study has looked at that relationship in people with intellectual disability.

Method: The aim of this study was to determine whether there were differences in the health of 407 people with intellectual disability according to the frequency and intensity of physical activity. The method involved cross-sectional study of secondary data.

Findings: Results showed that the ability to express pain, number of orthopaedic and physiotherapy consultations, body mass index and percentage of psychosis/schizophrenia diagnoses differed with the frequency and intensity of physical activity.

Conclusion: Other studies are needed to learn more about physical activity factors that could improve the health of people with intellectual disability.

1.2.27 MANUS MOYNIHAN & SARAH ILLSLEY

A reflective evaluation of a feeding clinic intervention—Parents as a reflecting team

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 544-553p.

Background: This feeding clinic engaged parents as active participants in a group intervention. Parents' participated behind a two-way mirror. This novel approach to practice in this domain largely evolved from an integration of theory, service user feedback, service

development and the local context. This review sought to understand how parents experienced being part of a reflecting team in this way.

Methods: Semi-structured interviews were completed and analysed using thematic analysis. The researchers took a critical realist approach to the research, data analysis and report writing.

Findings: Parents talked about benefiting from perspective taking that enabled them to see the child in context, which in part supported novel understandings of their child's feeding and their relationship to it. Three themes were identified:

1. "Connection and Distance" explored parents' experience of being behind the screen in terms of the dialectic potential that was created by being simultaneously close to and distanced from their children and the other parents.

2. "Playing with Techniques" describes the way parents valued learning in the group through discussion and working on techniques between sessions. In particular, they moved from looking for techniques to thinking about how and when to use "techniques" that is, second-order change.

3. "Unexpected Gains" describes how parents came to new and unexpected insights about their understanding of their children, the presenting issues and their relationships to these issues.

Conclusion: Parents' experiences suggest that there is merit in engaging parents in a reflecting team in a feeding clinic. This way of working with parents supports their engagement in change and positions them as active agents of this change. Parents taking up this position has the advantage of moving from passive consumers of health care to active and critical collaborators.

1.2.28 KRISTEL VLOT-VAN ANROOIJ & et al.

Shared decision making in inclusive research: Reflections from an inclusive research team

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 554-563p.

Background: Health research is increasingly conducted with the active involvement of the people who are the focus of the research. People with intellectual disabilities also participate actively in research; this is called inclusive research. Collaboration in inclusive research teams requires shared decision-making (SDM). Although inclusive studies frequently refer to decision-making as something the research team does together, the decision-making process is still a black box. This study aims to provide more insight into SDM in inclusive research by reflecting on a 3-year collaboration in an inclusive research team. The research questions are: (1) What kinds of decisions were made by the inclusive research team? (2) How were decisions made by the inclusive research team? (3) What impact did the decisions have on the research project?

Methods: To answer the research questions, the inclusive research team members reflected on SDM in their project by looking at the documentation of the inclusive research process and by conducting semi-structured interviews with the team members.

Findings: In all research steps, the inclusive research team decided together on the content and procedures of the studies and on role division. Reflecting on SDM resulted in an overview of the types of decisions made, the information needed and the processes involved in making shared decisions. Furthermore, the team provided an account of how SDM positively impacted the quality of the studies and empowered people with intellectual disabilities.

Conclusions: This study provides insights into types of decisions, SDM processes and their

impact on research. The insights give an overview of opportunities and key components of SDM that can foster conceptual clarity of SDM in inclusive research. In practice, inclusive research teams can use these insights to advance successful ways of sharing power in decision making, having an impact on the quality of research and empowering people with intellectual disabilities.

1.2.29 JACK KELLY & SEREN WAGSTAFF

The Two of Us project: An exploration of the relationships of people with intellectual disability in different social contexts

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 50(4), DECEMBER 2022, 564-574p.

Background: This study is inclusive research. Inclusive research is when people with disability are involved as researchers. The aim of this project was to focus on relationships that people with intellectual disability have and to find what makes these relationships work. Another aim of this project was to share stories about these relationships at a big event.

Methods: People with intellectual disability that were interested in participating were asked to pick a person whose relationship was important to them. Overall, seven pairs took part in the project. We interviewed the pairs together and asked them:

- How did the relationship start?
- What makes the relationship strong?
- Why is the relationship important to each person?

Later, participants were invited to turn their interview responses into a relationship story that was displayed as part of the 20th anniversary celebrations for the Centre for Disability Studies (CDS).

Findings: We looked through the transcripts to find out how the relationships work. We found four major themes—relationships change over time, important parts of the relationship, relationship challenges, and what makes the relationship work.

Conclusions: There were many successes in this project. It was the first time that Jack and Seren had done inclusive research together and we learnt a lot about how to work well together. The banners shown at CDS's 20th anniversary event celebrated relationships and showed members of the public a range of relationships involving people with intellectual disability.

1.2.30 BRITTANY M. POWERS, et al.

Correlates of Anxiety among Adults with Intellectual Disability: A Systematic Literature Review

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(4), JULY-DECEMBER) 2022, 285-305p.

Introduction: The aim of this systematic review was to synthesize the literature on the correlates and risk factors of anxiety among adults with ID.

Methods: Following the PRISMA guidelines, a systematic search of peer-reviewed literature was conducted across six major electronic databases. From an initial screening of 844 records, 13 studies were included for full-text review. Factors associated with anxiety were categorized utilizing the biopsychosocial model. Methodological quality was evaluated.

Results: Correlates of anxiety were identified at all levels of the biopsychosocial model, including psychological or psychiatric diagnoses, level of ID, gender, chronic health

conditions, stressful life events, and social interactions. Modifiable correlates were discussed as potential targets for designing anxiety interventions for adults with ID.

Conclusion: Despite the increased recognition of the mental health needs of individuals with ID in recent years, this review highlighted a dearth of research investigating the risk factors of anxiety among this population.

1.2.31 MAUREEN B. WISSING, et al.

Dementia in People with Severe/Profound Intellectual (and Multiple) Disabilities: Applicability of Items in Dementia Screening Instruments for People with Intellectual Disabilities

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(4), JULY-DECEMBER) 2022, 322-363p.

Introduction: Diagnosing dementia in people with severe/profound intellectual (and multiple) disabilities (SPI(M)D) is complex. Whereas existing dementia screening instruments as a whole are unsuitable for this population, a number of individual items may apply. Therefore, this study aimed to identify applicable items in existing dementia screening instruments.

Methods: Informant interviews about 40 people with SPI(M)D were conducted to identify applicable items in the Dementia Scale for Down Syndrome, Behavioral and Psychological Symptoms of Dementia in Down Syndrome II scale, Dementia Questionnaire for persons with Mental Retardation and Social competence Rating scale for people with Intellectual Disabilities.

Results: Among 193 items, 101 items were found applicable, categorized in 5 domains: behavioral and psychological functioning (60 items), cognitive functioning (25), motor functioning (6), activities of daily living (5) and medical comorbidities (5).

Conclusion: Identifying applicable items for people with SPI(M)D is an essential step in developing a dedicated dementia screening instrument for this population.

1.2.32 MAUREEN B.G. WISSING, et al.

Dementia in People with Severe/Profound Intellectual (and Multiple) Disabilities: Practice-Based Observations of Symptoms

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(4), JULY-DECEMBER) 2022, 364-393p.

Introduction: Observable dementia symptoms are hardly studied in people with severe/profound intellectual (and multiple) disabilities (SPI(M)D). Insight in symptomatology is needed for timely signaling/diagnosis. This study aimed to identify practice-based observations of dementia symptoms in this population.

Methods: Care professionals and family members were invited to complete a survey about symptoms. Quantitatively analyzed survey data were further deepened through semi-structured interviews with care professionals having vast experience in signaling/diagnosing dementia in this population. Symptoms were categorized using a symptom matrix.

Results: Survey respondents and interviewees frequently observed a decline in activities of daily living (ADL) functioning and behavioral and psychological changes, like increased irritability, anxiety, apathy and decreased eating/drinking behavior. Cognitive symptoms were particularly recognized in persons with verbal communication and/or walking skills. To lesser extent motor changes and medical comorbidities were reported.

Conclusion: Increased insight in dementia symptoms contributes to developing a dedicated screening instrument for dementia in people with SPI(M)D.

1.2.33 CATHERINE L. MCHUGH, et al.

Using synchronous reinforcement to increase mask wearing in adults with intellectual and developmental disabilities

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1157-1171p.

In 2020 the Centers for Disease Control provided the public with recommendations to slow the spread of COVID-19 by wearing a mask in the community. In the current study, experimenters coached group home staff via telehealth to implement synchronous schedules of reinforcement to increase mask wearing for 5 adults with intellectual and developmental disabilities. Results showed the intervention effectively increased mask wearing for all participants for up to 30 min. Additionally, some participants for whom we assessed generalization of mask wearing demonstrated generalization to various community environments. Furthermore, procedural integrity data suggested staff could be coached via telehealth to implement the intervention, and staff surveys suggested the procedures and coaching were socially valid.

1.3 Special Education

1.3.34 SARAH A. NAGRO & KEVIN MONNIN

Using Simulated Video Analysis to Promote Special Education Teacher Candidates' Professional Knowledge and Reflective Ability

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 45(4), NOVEMBER 2022, 269-285p.

The purpose of this study was to investigate the potential of simulated video analysis where candidates with differing educational backgrounds taught their peers prior to engaging in an authentic field experience. Teacher candidates' special education professional knowledge, reflective ability, and instructional skills were tracked to understand if outcomes differed based on teacher candidates' previous teaching experience or progress toward licensure. All 37 candidates participated in three simulated video analysis sessions by recording their instruction during role-play with peers, reviewing their video independently in class, and completing a reflection matrix. Finally, candidates completed a culminating field experience project with a P-12 focus student. Results indicated significant improvements in both special education professional knowledge and reflective ability regardless of previous teaching experience or progress toward licensure. Candidates with previous teaching experience demonstrated significantly greater instructional skills than candidates with no previous teaching experience. Implications and limitations discussed.

1.3.35 JONTE A. MYERS, et al.

Teacher Qualification Typologies and Their Relationship With the Math Achievement of Adolescents At Risk for Math Difficulties: A Latent Class Analysis Study

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 45(4), NOVEMBER 2022, 286-308p.

This latent class analysis study used a bias-adjusted three-step approach to empirically identify mutually exclusive clusters of teacher professional qualifications based on commonly studied indicators of teacher quality. We then examined the relationship between cluster membership and the mathematics gains of adolescents at risk for mathematics difficulties (MD), including students with disabilities and those without disabilities. We identified students at risk for MD as those performing at or below the 25th percentile on the state exam. We empirically identified eight qualitatively distinct and interpretable teacher qualification clusters. Based on value-added models, we found that teachers in Cluster 5 had lower average math learning gains than their peers in clusters with the most experienced and credentialed teachers. Cluster 5 included teachers who were novice and early-career, traditionally prepared math majors. We observed significant effects for the end of grade scores for the middle grades but not the algebra scores of high school students, suggesting teacher cluster membership effects varied by grade level. We discuss limitations and offer implications for research and policy.

1.3.36 ANNA FRICANO DEJARNETTE & CASEY HORD

Mathematics Questioning Practices of Pre-Service Special Education Teachers Providing Algebra Tutoring for Students With Learning Disabilities

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 45(4), NOVEMBER 2022, 309-330p.

Posing questions is a direct way for teachers to push students to verbalize justifications and

make connections among ideas—a crucial component of giving students with learning disabilities access to high levels of mathematical reasoning—but this skill is difficult to learn. We recruited four pre-service special education teachers to provide 1-1 algebra tutoring to students with learning disabilities while receiving instruction related to posing mathematics questions and supporting students’ reasoning. The pre-service teachers increased their frequency of questions overall and of questions that probed students’ thinking or explored mathematical relationships. Students gave correct and complete responses to these more complex questions approximately half of the time; however, pre-service teachers most often reduced the complexity of their questions when students gave incomplete responses. The findings of this study illustrate the potential for pre-service special education teachers to develop questioning routines that engage students with learning disabilities in mathematical reasoning while scaffolding their progress toward new understanding.

1.3.37 GREGORY J. BENNER, et al.

Improving Literacy for Students With Emotional and Behavioral Disorders: An Innovative Approach

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 45(4), NOVEMBER 2022, 331-348p.

Most students with emotional and behavioral disorders (EBD) have significant reading difficulties, but educators have few in-service professional learning opportunities geared to reading instruction for these students. The Integrated Literacy Study Group was developed as an online professional development program to prepare elementary teachers to meet the literacy needs of students with or at risk of EBD. In this study, the authors use a within-subjects design to evaluate the feasibility of the 10-week digital program with 13 elementary teachers. From pretest to posttest, teachers made statistically and educationally significant gains in knowledge of evidence-based social and emotional learning and reading strategies for students with EBD, as well as significant improvements in general teacher self-efficacy, reading self-efficacy, and social and emotional self-efficacy. Pretest-to-posttest change in teacher burnout and classroom management was educationally significant, but statistically nonsignificant. Most teachers perceived the program content as relevant to their needs and those of their students.

1.3.38 NUR SIYAM & SHERIF ABDALLAH

A Pilot Study Investigating the Use of Mobile Technology for Coordinating Educational Plans in Inclusive Settings

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 455-468p.

Good coordination among school staff and families leads to increased learning quality and academic success for students with special education needs and disabilities (SEND). This pilot study aims to investigate the use of mobile technology for the coordination of therapy and learning for students with SEND. This study first follows a participatory design methodology to identify the key design principles required to inform the design of a coordination mobile app for special education. Then, a mobile app (IEP-Connect) is designed and implemented with the aim of facilitating information sharing between different parties involved in the intervention of students with SEND. The proposed app uses the Individualized Educational Plan (IEP) as the focal point of coordination. The evaluation of the app focused on students with autism spectrum disorder (ASD) as their learning requires

sharing information from different distributed sources. Results from the usability study revealed that the app has “good” usability and that participants were satisfied with the use of the app for recording and sharing IEP information. The results of this study provide an understanding of the ways in which a coordination app for special education could be made easy and rewarding to use.

1.3.39 VALERIA A. YLLADES, et al.

Parent Coaching via Telepractice for Children From Latinx Backgrounds With Autism Spectrum Disorder

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 469-481p.

Individuals with autism spectrum disorder from bilingual homes have to learn and discriminate which language to use across settings and different people. Language instruction is complicated by the core deficits in social communication, which is common in individuals with autism spectrum disorder. Using a single case, multiple probe design across three parent-child dyads between 3 and 6 years from Spanish speaking backgrounds, the present study examined the effect of telepractice-based parent coaching in a multimodal communication intervention. Culturally responsive approaches were integrated within the coaching model, including targeted interview questions. There was also a 15-item rubric used for identifying criteria for culturally responsive research. Findings indicate that the use of multimodal communication intervention via telepractice parent coaching showed promising results. We can conclude that this approach can be a beneficial tool to help family members improve communication for bilingual children with autism spectrum disorder.

1.3.40 ROBERT SILVESTRI, et al.

The Interaction of Cognitive Profiles and Text-to-Speech Software on Reading Comprehension of Adolescents With Reading Challenges

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 498-509p.

This study utilized the Simple View of Reading (SVR) model cognitive subtypes to determine the impact of text-to-speech (TTS) software on the reading comprehension of 94 grade 8 students with reading difficulties.

Method: paired samples t tests for all four SVR groups were conducted to examine reading comprehension scores under TTS and no-TTS conditions.

Results: only those participants with a dyslexic profile (listening comprehension greater than decoding skills), demonstrated significant gains in reading comprehension in the TTS compared to the no-TTS condition; a large effect size (1.58 grade level increase) was found. Furthermore, this group’s literal comprehension improved much more than their inferential comprehension when utilizing TTS.

Implications: a one-size fits all approach for the selection of TTS for struggling readers is not recommended. SVR subtyping incorporated into psychoeducational assessments can inform appropriate assignment of TTS to struggling readers.

1.3.41 PANOS MALLIDIS-MALESSAS, et al.

Teaching Physics to Students With Intellectual Disabilities Using Digital Learning Objects

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER

2022, 510-522p.

Digital Learning Objects (DLOs) as pedagogical complete structures of learning content contribute to science education. DLOs especially in the form of interactive simulations seem to be promising tools in physics teaching and learning for students with intellectual disabilities (ID). This study used an AB single subject design to evaluate the effects of four DLOs on students' learning of transverse waves and simple pendulum motion in a special education high school setting. A functional relationship was found between students' correct responses concerning both scientific terminology and physical phenomena understanding during probe sessions and the DLOs intervention. In addition, a social validity assessment that evaluated students' attitudes on learning, quality, and engagement, showed that the DLOs helped students with ID to acquire physics content. The students also reported satisfaction from using the DLOs. Suggestions for future research include the design of DLOs especially for students with ID.

1.3.42 EMILY R. DELUCA, et al.

Reliability among School-Based Professionals: Using a Feature-Matching Screening Checklist to Identify Communication Systems

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 536-549p.

Students with complex communication needs may require augmentative and alternative communication systems to supplement or replace their speech abilities. To effectively identify a communication system, a feature-matching process should be implemented as it considers the student's present levels of performance. Due to the unique communication characteristics of students with complex communication needs, informal assessment tools are often used to help determine the students' skills in natural contexts. A challenge often faced with informal assessment tools is the reliability among evaluators. As such, this pilot study attempted to evaluate the reliability of a feature-matching screening checklist and its corresponding matrices among potential professionals who would be part of the educational team. Results indicated that (a) pre-service and in-service special education teachers were the most reliable combination when completing the screening checklist, (b) exposure to the screening checklist was an influencing factor on reliability, and (c) in-service speech-language pathologists made the most errors while completing the screening checklist. Implications for practices and future research directions are discussed.

1.3.43 ALLISON M. KROESCH, et al.

Using Technology to Support Academic Learning

THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(3), NOVEMBER 2022, 550-560p.

There is a need to adapt research-based behavior management interventions so they have utility for virtual instruction. In this study, we investigated whether Class-Wide Function-Related Intervention Teams (CW-FIT) would increase group engagement for a first-grade inclusive class during virtual reading instruction. Results of the single case ABAB design indicated a functional relation between CW-FIT and increased group engagement. Secondary measures of students' (a) screen match (i.e., appropriate screen activity) during instruction and (b) attendance did not have clear relations with CW-FIT implementation. Overall, these results suggest behavioral interventions with evidence of effectiveness for increasing engagement during in-person instruction may have similar effects during virtual instruction.

1.3.44 CHRISTEN L. KNOWLES, et al.

A Systematic Review of Asynchronous Online Learning Opportunities for Paraeducators
THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(3), NOVEMBER 2022, 168-178p.

Due to a variety of factors, many paraeducators receive little to no opportunities to advance their professional skills. Asynchronous online learning opportunities offer a flexible way for districts to provide paraeducators opportunities to advance their knowledge, although little is known about what online resources are available, their features, or their overall quality. A review was conducted of 19 freely available online learning opportunities to evaluate features, alignment with federal legislation and professional standards, active engagement features, and usability. Results indicated that features and quality indicators varied across resources and half of the resources required active user engagement. Limitations, suggestions for future development, and future research directions are discussed with an emphasis on factors related to online delivery.



NIEPID Indian Test of Intelligence

1.4 Medical Sciences

1.4.45 SARAH M. BANNON & et al.

A meta-synthesis of individual, interpersonal, and systemic factors impacting resilience after traumatic brain injury.

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 535-545p.

Purpose/Objective: Traumatic brain injuries (TBIs) are increasingly common and a major cause of death and long-term disability. Many individuals experience chronic stressors and adverse health outcomes, emphasizing the importance of cultivating resilience, (defined herein as individual, social, and systemic components engaged in response to the stressors that allow individuals to “bounce back,” or move forward adaptively after TBI). Patients’ perceptions of factors influencing resilience are critical to guide interventions that meet their needs. Here we offer the first metasynthesis of factors influencing resilience after TBI using a Social Ecological model framework.

Research Methods/Design: We preregistered our metasynthesis on PROSPERO (CRD42021233975) and followed PRISMA guidelines. We searched 4 electronic databases for qualitative studies from inception up until June 2021. We included qualitative studies detailing perspectives of individuals with a history of moderate-severe TBI. We excluded case studies and systematic reviews. After removal of duplicates, we identified 124 articles for screening. We reviewed 49 articles for full text eligibility and included 38 studies. We extracted study characteristics and data (e.g., author interpretations and relevant quotes) relating to factors influencing resilience.

Results: We synthesized findings using a Social Ecological model framework to guide thematic analysis. Persons with TBI identified barriers and facilitators to resilience at individual (e.g., physical and cognitive challenges, coping behaviors), interpersonal, (e.g., stigma and isolation) and systemic (e.g., access to resources, rehabilitation support) levels.

Conclusions/Implications: Considering multifaceted factors at individual, interpersonal and systemic levels in clinical, research, and policy-setting contexts is important for cultivating resilience and optimizing recovery after TBI.

1.4.46 MARILYN A. CORNISH, et al.

Forgiveness and wellbeing after spinal cord injury: Perceived stress and adaptation to disability as mediators

REHABILITATION PSYCHOLOGY, VOL. 67(4), NOVEMBER 2022, 556-566p.

Purpose/Objective: Spinal cord injury (SCI) is a life-altering acquired disability. Understanding factors that contribute to adaption to disability and decreased SCI-related stress are critical to personal wellbeing and quality of life for SCI patients. Previous research suggests that forgiveness of others, self-forgiveness, and overall forgiveness are associated with psychological well-being in patients with other chronic illnesses. As such, dimensions of forgiveness may be relevant factors in restoring wellness in SCI patients. This study sought to examine a comprehensive model of the impact of forgiveness on multidimensional indicators of wellness.

Research Method/Design: We tested a path model of the impact of trait forgiveness on wellbeing outcomes in adults living with SCI (N = 312). Specifically, we examined 2 mediating pathways—lower perceived stress and higher adaption to disability—by which dimensions of trait forgiveness (self, others, and situations) may influence wellbeing outcomes (psychological wellbeing, satisfaction with life, and perceived physical health).

Results: The final path model ($\chi^2 = 41.3$, $p < .001$; CFI = .97; RMSEA = .09) suggests that 2 dimensions of forgiveness—self and situations—were significant negative predictors of perceived stress and positive predictors of adaptation to disability. In turn, perceived stress was a significant negative predictor of all 3 wellbeing outcomes and adaptation to disability was a significant positive predictor of all 3 wellbeing outcomes.

Conclusions/Implications: Forgiveness of self and situations are resilience factors in individuals with SCI, suggesting targets for future interventions to improve wellbeing in this population.

1.4.47 XINYUE LIU & HANNAH H. SCHERTZ

Parents Outcomes of Parent-Mediated Intervention for Toddlers With Autism

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(3), NOVEMBER 2022, 259-268p.

Parent-mediated intervention can enhance parents' competence in supporting parent-child social interactions. Research and current policy have highlighted the importance of building family capacity in supporting parents to help children with autism develop social communication abilities. Parents who experienced parent-mediated interventions have reported reduced parenting stress; however, few studies have examined parents' learning outcomes from such interventions for children with autism. We assessed parents' learning outcomes from participation in the Joint Attention Mediated Learning (JAML) intervention and explored differences in parents' application of mediated learning principles between intervention and control groups. We used parent-child interaction videos to analyze parents' application of mediated learning principles with their toddlers in home settings and found significant group differences in parents' application of the principles at postintervention. Parents in the intervention group showed significant improvements in their competence in mediating child learning in unstructured parent-child interactions, but there were no significant gains for parents in the control group.

1.4.48 BRANKO ANDIĆ, et al.

Multisensory Identification of Characteristics of Reproductive Plant-Parts by People with Blindness or People with Ultra-Low-Vision

EXCEPTIONALITY, VOL. 30(5), DECEMBER 2022, 310.323p.

General education of visually impaired individuals is a significant challenge for educators, policymakers, and researchers. This study investigates the specificity with which people with blindness or ultra-low vision (acronym PU is used for the purpose of this paper) perceive the characteristics of reproductive plant parts (spore-bearing parts of mosses and ferns and seed-bearing parts of conifers and flowering plants) during their multisensory exploration. One hundred participants with visual acuity worse than 3/60 from Austria and Montenegro participated in the research. This research uses descriptive and mixed methods of content analysis. The results of this study have shown that PU can perceive the characteristics of reproductive plant parts, which is necessary for both their primary and secondary biological education. There is a discrepancy in the sequencing of the learning content in the biological textbooks from which PU are taught about plants and the sequencing of the descriptions based on the multisensory exploration of the participants. The descriptions of reproductive plant parts in learning material for students with visual impairment should be aligned to their multisensory perceptions through both macro and micro adaptation.

1.4.49 CINDY GEVARTER, et al.

Early Interventionists' Knowledge of Evidence-Based Practices for Autism

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(4), DECEMBER 2022, 203-214p.

This online survey study examined early intervention providers' knowledge and training needs surrounding evidence-based practices for autism spectrum disorder (ASD). The researchers analyzed data from 87 early intervention providers (speech-language pathologists and developmental specialists) in a rural Southwestern U.S. state. The survey included both quantitative (i.e., rating and multiple-choice questions) and qualitative (open-ended) components. Survey sections included demographics, self-ratings of knowledge of evidence-based practices/self-reported training needs and barriers to working with children with ASD, and directly assessed knowledge of evidence-based practices. Findings support specific knowledge gaps and training needs (e.g., practices for addressing challenging behaviors, strategies for working with children with limited communication skills) and suggest developmental specialists who provided special instruction services may have greater training needs than speech-language pathologists. Findings have important implications for professional development and training programs for early intervention providers.

1.4.50 LINDSEY M. WEILER, et al.

Social Validity and Preliminary Outcomes of a Mentoring Intervention for Adolescents and Adults With Autism

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(4), DECEMBER 2022, 215-226p.

Adolescents with autism spectrum disorder (ASD) are vulnerable to declines in social connections and an increase in depression, anxiety, and other co-occurring conditions. This study introduces a novel intervention that matches adolescents and adults with ASD in one-to-one mentoring relationships in an afterschool setting and examines its social validity. In this single-group, mixed-method pilot study, participants were seven adolescent mentees (14–18 years old; 100% male), seven adult mentors (19–33 years old; 71% male), and eight parents of mentees. A combination of project-specific and standardized assessments was used to describe the participants' perceptions of the program and to assess well-being, self-concept, and social-emotional and behavioral outcomes. Results showed high uptake, program satisfaction, positive ratings of mentoring relationship quality, and desirable pre- to post-test change on several targeted outcomes. This study provides preliminary evidence to support the applicability and utility of a mentoring program for adolescents with ASD by adults with ASD.

1.4.51 CHRISTAN GRYGAS COOGLE et al.

Paraprofessionals' Perceived Skills and Needs in Supporting Students With Autism Spectrum Disorder

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(4), DECEMBER 2022, 227-238p.

There is a research-to-practice gap in the identification and use of evidence-based practices in special education. One way to better understand the persistent gap between research and practice and to inform professional development efforts is through gaining an understanding of teacher and paraprofessional perceptions. We conducted a survey study to identify

paraprofessionals' perceived skills and needs regarding categories of practices aligning with evidence-based practices for students with autism spectrum disorder. A total of 768 paraprofessionals completed the survey. We used descriptive statistics, one-way analyses of variance (ANOVAs), post hoc analyses, and chi-square tests to analyze paraprofessionals' responses. Paraprofessionals reported a range of responses and several of their responses differed significantly in relation to their experience and the population of students they supported. Findings suggest there is a need to individualize professional development based on both classroom and paraprofessional training needs. Future research is needed to determine how paraprofessionals' perceptions align with their practice.

1.4.52 JOELLE FINGERHUT & MARIOLA MOEYAERT

Training Individuals to Implement Discrete Trials with Fidelity: A Meta-Analysis

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(4), DECEMBER 2022, 239-250p

Discrete trial training is a popular teaching method for individuals with autism, but it is not easily implemented with fidelity due to its complexity. This is the first meta-analysis of single-case experimental design studies to quantify the impact of behavioral skills training on individuals' ability to implement discrete trials with fidelity. Furthermore, this meta-analysis examines the four training methods that make up behavioral skills training—feedback, instruction, modeling, and rehearsal—to determine the “active ingredients” of behavioral skills training. A total of 46 single-case experimental design studies are included in this meta-analysis. Hierarchical linear modeling, which has the ability to analyze clustered data, is the meta-analytic technique used to estimate the effectiveness of behavioral skills training across studies. Results show that behavioral skills training has a statistically significant positive effect on discrete trial training implementation fidelity; therefore, behavior skills training is recommended for discrete trial training implementation instruction.

1.4.53 AYSE KUBRA SAHAN, et al.

Physical Fitness and Maternal Psychosocial Status in Children With Autism Attending a Regular Physical Activity Program

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 37(4), DECEMBER 2022, 257-266p

The aim of this study was to compare physical fitness-related parameters in Turkish children with mild to moderate autism and their typically developing (TD) peers to determine maternal anxiety level and quality of life. Children with autism had significantly worse scores for all Munich Fitness Test (MFT) parameters except step test heart rate and had lower physical activity levels compared to the TD children ($p < .05$). There was no difference between groups in terms of postural deviations or maternal anxiety scores ($p > .05$). The MFT total score was associated with higher maternal quality of life scores ($r = .605$, $p = .006$). This study showed that despite participating in a regular physical activity program, children with mild to moderate autism have lower physical fitness and activity levels compared to their TD peers, whereas better physical fitness in children with autism has a positive effect on their mothers' quality of life.

1.4.54 AHMED SALAH EL-DIN, et al.

Effects of Cerebrolysin on the Neurodevelopmental Outcomes in Infants with Down

Syndrome: A Randomized Controlled Pilot Trial

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 15(4), JULY-DECEMBER) 2022, 306-321p.

Introduction: Down syndrome (DS) is a common cause of intellectual disability with a possible glial-neuronal disruption. We assessed the effects of Cerebrolysin on the neurodevelopmental outcomes of infants with DS.

Methods: This randomized controlled pilot trial included 64 infants with DS. They were allocated into a treatment group (n =32) who received weekly intramuscular Cerebrolysin injections for 12 months and a control group (n =32) who did not receive Cerebrolysin. We assessed the five domains of neurodevelopment (expressive communication, receptive communication, fine motor, gross motor, and cognitive development) for both groups at the ages of 6 months (basal visit), 12 months (first follow-up visit) and 18 months (second follow-up visit), using Bayley Scales of infant and toddler development (third edition). The secondary outcome was to detect the occurrence of Cerebrolysin-related side effects among the treatment group. Kendall's tau-b correlation coefficient, chi-square test, Fisher's exact test, Student's t-test, Mann-Whitney and Wilcoxon signed-rank tests were used for the statistical analysis.

Results: Infants of both groups were matched with respect to gender, maternal level of education, their initial growth parameters, nutritional status, and socioeconomic status. No statistically significant differences existed between both groups regarding all neurodevelopmental domains on the basal visit, while on subsequent visits Z-scores improved in the treatment group, but not in the controls. Within the treatment group, there was a significant improvement in all domains at 12 and 18 months of age ($p < .001$). The improvement was mainly during the first 6 months of the study ($p < .001$ for all domains), and was best for fine motor and cognitive development. Only one infant in the treatment group developed fits and was ruled out from the study.

Conclusion: Weekly intramuscular injections of Cerebrolysin during the first year of life could possibly improve the neurodevelopmental outcomes and mental health in infants with DS. Further, large-scale studies are still needed to evaluate the efficacy and safety of Cerebrolysin among this sector of disabled infants.

1.4.55 TÜLAY DARGUT GÜLER & MUKADDES ERDEM

Use of Mobile Social Story Maps in the Development of Cognitive and Social Skills of Children With Autism Spectrum Disorder

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 482-497p.

The purpose of the study was to compare the effectiveness and efficiency of animated and non-animated mobile social story maps using the mobile learning environment that the authors developed. An application using the story map method based on social stories was developed. Mobile social story map was presented with animated and non-animated narrative and the effectiveness and efficiencies of the two methods on both listening comprehension and social communication skills were compared using an alternating treatments design. The participants of the study consisted of three children aged between 6 and 7 years with an ASD diagnosis. Research findings showed that mobile social story maps contribute to the development of social communication skills and listening comprehension skills of participants with an ASD. The results indicated that two methods were equally effective in improving social communication skills, but in improving listening comprehension skills, animated supported stories were more effective for one of the three participants. Also,

animated narrative-supported mobile social story maps were more efficient for two participants.

1.4.56 STEPHANIE A. HOOD, et al.

The beginning of a friendship: Teaching individuals with autism to identify shared interests
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1030-1058p.

Individuals with conversation skill deficits often have difficulties discriminating cues of interest and uninterest from their conversation partner(s). We used behavioral skills training (BST) to teach 3 individuals with autism spectrum disorder to converse about the conversation partner's topics of interest, initiate strategic preferred topics to identify shared interests after indices of uninterest, and end the conversation. We assessed generality of each skill across conversation partners and ratings of social acceptability. We replicated previous research on BST producing robust increases in following the conversation, shifting the topic of conversation, and ending the conversation. In addition, all participants learned to categorize shared interests. We observed overall high levels of generality across following, shifting, and ending the conversation with all conversation partners. However, for 2 out of the 3 participants the inclusion of rules was necessary to promote the generality of the intraverbal categorization response. We discuss the implication of these findings for clinical practice and future research.

1.4.57 MACK S. COSTELLO, et al.

Quantification of behavioral data with effect sizes and statistical significance tests
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1068-1082p.

This article describes the use of statistical significance tests and distance-based effect sizes with behavioral data from single case experimental designs (SCEDs). Such data often are interpreted only with visual analysis. However, a growing movement in the field is to quantify results to improve decision-making and communication across studies and sciences. The goal of the present study was to assess the agreement between visual analysis and various statistical tests. We recruited visual analysts to judge 160 pairwise data sets from published articles and compared these analyses to significance tests and effect sizes. One-tailed significance testing of Tau z and the percentage of pairwise differences in the predicted direction (PWD) generally agreed with each other, and complemented the effect sizes of Ratio of Distances (RD) and g. Visual analysis was somewhat unreliable and should be combined with statistical complements to maximize decision accuracy.

1.4.58 KISSEL J. GOLDMAN & ISER G. DELEON

Increasing selection of and engagement in physical activity in children with autism spectrum disorder

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1083-1108p.

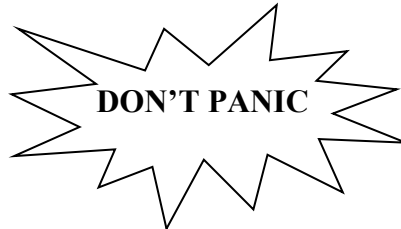
Children with autism spectrum disorder (ASD) engage in reduced levels of physical activity relative to neurotypical children. Researchers conducted 2 studies to 1) evaluate the influence of the number of physical activity options and effort on choice and 2) develop a token-based intervention to increase physical activity engagement and evaluate whether the opportunity to

access the intervention supported responding similar to physical or sedentary activity alone. Four children with ASD participated. Additional physical activity options alone did not increase physical activity selection, but increased effort reduced selection of sedentary activity. Tokens increased physical activity for 2 participants. A combination of physical and sedentary activities maintained as much as or more responding than either activity in isolation for all participants. Limitations and potential areas of future research on choice and physical activity are discussed.

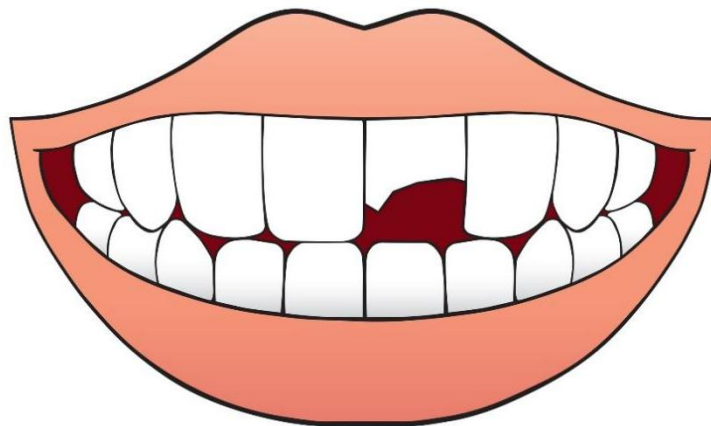
WHAT TO DO FOLLOWING A DENTAL TRAUMA DUE TO EPILEPTIC
ATTACK OR DUE TO SOME OTHER CAUSE/INJURY

SAVE YOUR TOOTH

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



WHAT TO DO IF YOUR TOOTH IS BROKEN?



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

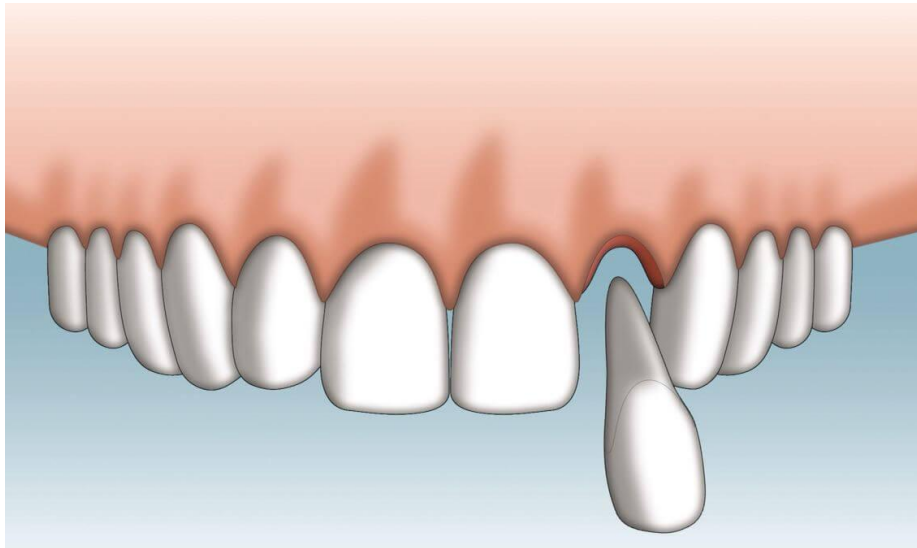
BEFORE:



AFTER:

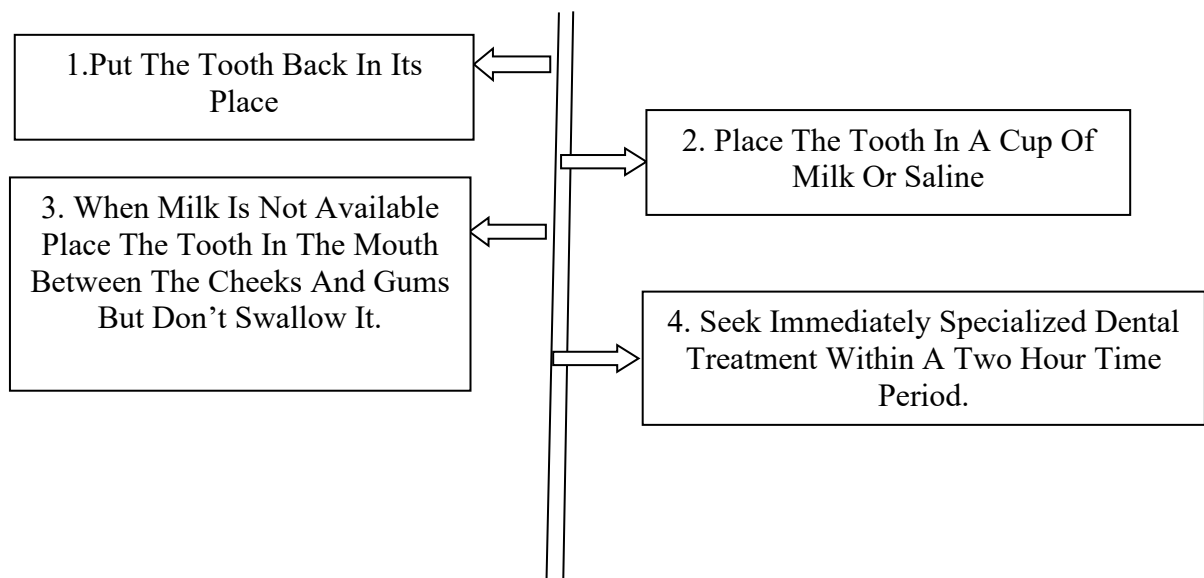


WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



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

DO ONE OF THESE ALTERNATIVES



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

HOW UNHEALTHY TEETH CAN AFFECT YOUR OVERALL HEALTH

“A healthy living starts with healthier teeth”.

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



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

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



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



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



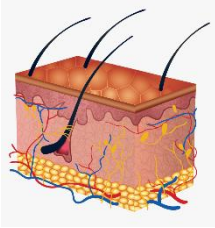
THE HEART – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

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



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

Gum disease lowers glycemic control results in diabetes (AAOSH)



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

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

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

1.5 Speech Pathology & Audiology

1.5.59 CORNELIA SCHULZE & DAVID BUTTELMANN

Infants differentiate between successful and failed communication in a false-belief context
INFANT BEHAVIOR AND DEVELOPMENT, VOL. 69, NOVEMBER 2022, 1-9p.

Communication is based on social interaction, that is, interlocutors sharing attention to the intentions that they communicate about. In this study, we asked whether infants are aware of the fact that for information to be transferred, both interlocutors need to be present and share attention. Using a violation-of-expectation paradigm created to test infants' understanding of others' false beliefs, we asked whether 18-month-olds ($n = 84$) understood that correcting an agent's false belief via communication requires that the agent discerns the verbal statement. Participants saw how an agent put a toy into a box and left. An assistant then moved the toy into a cup. The intervention phase varied between three conditions: The agent and the assistant communicated about the actual location of the toy (full-communication), the agent was absent during the assistant's statement (incomplete-communication) or no communication took place (no-communication). At test, the agent reached into either the box or the cup. When no communication took place, infants expected the agent to search the toy at the original location. Full communication resulted in infants' expectations that the recipient's actions were altered, that is, the infants expected her to search the toy at the actual location. In contrast, incomplete communication did not yield clear expectations. Eighteen-month-olds thus seem to understand that for information to be transferred, it is a precondition that the recipient of the communicative act must be present and share attention during the communicator's statement. Only then communication can change a recipient's mental state.

1.5.60 ANN E. BIGELOW & MICHELLE POWER

Influences of infants' and mothers' contingent vocal responsiveness on young infants' vocal social bids in the Still Face Task

INFANT BEHAVIOR AND DEVELOPMENT, VOL. 69, NOVEMBER 2022, 1-14p.

Infants' social bids in the still face phase of the Still Face Task demonstrate their emerging sense of self agency as these behaviors happen in the absence of the partner's social overtures. The study examined the role of infants' contingent responsiveness to their mothers in social interactions on their social bidding to the mother when she becomes unresponsive. Social bids are non-distress vocalizations or smiles while looking at the unresponsive partner. Infants and their mothers longitudinally engaged in the Still Face Task when infants were one, two, and three months. At two months, infant non-distress vocalizations and smiles and contingent vocal and smiling responsiveness increased in the initial interactive phase and vocal and smile social bids increased in the still face phase. Infant contingent vocal responsiveness predicted infant vocal social bids but infant contingent smiling responsiveness did not predict infant smile social bids. Infant contingent vocal responsiveness was a stronger predictor than infant non-distress vocalizations per se of infant vocal social bids at two and three months. However, maternal contingent vocal responsiveness was the primary predictor of infant vocal social bids at these ages. Maternal contingent responsiveness to infant behavior allows infants to sense their agency in affecting their mothers' behavior. Yet infants are active participants, becoming contingently responsive to their mothers, which facilitates their awareness that they are effective agents in instigating social interaction, as demonstrated by social bids.

1.5.61 RACHEL J. HAMBERGER et al.

Parent Coaching in Natural Communication Opportunities Through Bug-in-Ear Technology
TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(3), NOVEMBER 2022, 234-245p.

We examined whether there was a functional relation between BIE eCoaching with parents of young children with language disorders and parent provision of natural communication opportunities and whether parents maintained their provision of natural communication opportunities when the intervention was faded. Data also were collected to assess the social validity of the intervention. The results indicate that BIE eCoaching with parents of young children with language disorders was effective in increasing parent provision of natural communication opportunities. Parents maintained their provision of natural language opportunities above baseline levels after intervention was withdrawn. All participants strongly agreed that BIE eCoaching was helpful for changing their communication practices with their child and would recommend it to other parents of children with language disorders.

1.5.62 MATTHEW M. LASKE & FLORENCE D. DIGENNARO REED

The efficacy of remote video-based training on public speaking
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1124-1143p.

This study evaluated the efficacy of remote video-based behavioral skills training (BST) on teaching public speaking behaviors to 4 participants. A multiple-baseline design across speech behaviors was used to evaluate the effects of the training. Remote video-based BST was effective at increasing public speaking behaviors for all participants. In addition, performance generalized to an increased audience size. An external expert in communications rated the participants as more effective public speakers following training. All participants reported satisfaction with the training and expressed greater comfort, confidence, overall ability, and less anxiety as a public speaker following training. We also measured potential collateral effects of teaching public speaking behaviors on speech disfluencies. Although remote video-based BST was effective for all participants, it did not produce a change in the rate of speech disfluencies. Our findings indicate that public speaking behaviors can be taught using a remote video-based BST package.

1.5.63 REBECCA AMERY, et al.

Augmentative and alternative communication for Aboriginal Australians: Developing core vocabulary for Yolŋu speakers
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL.38(4), DECEMBER2022, 209-220p.

Yolŋu, Aboriginal people from Arnhem Land, Australia are at risk of Machado-Joseph disease, with progressive loss of speech. Yolŋu are interested in developing augmentative and alternative communication (AAC) systems in their own languages. This research aimed to develop a culturally responsive process to explore and create a core vocabulary word list for Yolŋu adults living with the disease for inclusion in AAC system prototypes. A list of 243 Yolŋu words and morphemes was created. In this highly collaborative, mixed methods, participatory action research, Balanda (the Yolŋu word for non-Aboriginal people) and Yolŋu researchers conducted cycles of transcription and analysis of a language sample, with oral group discussions to identify which words to include, omit, or add, based on Yolŋu perceptions of the structure and use of their languages. A Yolŋu metaphor, Gulaka-

buma (“Harvesting yams”), was identified by Yolŋu researchers to represent and share the research process and findings. Three key themes were identified that summarize the main cultural and linguistic considerations related to changes made to the core vocabulary. Study findings emphasized the role of language as an expression of culture and identity for Indigenous peoples and the importance of considering cultural and linguistic factors in selecting vocabulary for AAC systems.

1.5.64 REBECCA AMERY, et al.

Designing augmentative and alternative communication systems with Aboriginal Australians: vocabulary representation, layout, and access

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL.38(4), DECEMBER2022, 221-235p.

Yolŋu (Aboriginal Australians of northeast Arnhem Land) are interested in developing augmentative and alternative communication (AAC) systems in their own languages to support communication opportunities and participation for their family members living with Machado–Joseph disease. Designing AAC systems in Aboriginal languages requires consideration of unique linguistic and cultural elements. Participatory action research in strength-based communication contexts was carried out by Yolŋu and Balanda (the Yolŋu word for non-Aboriginal people) researchers working together through a collaborative intercultural process. Culturally responsive literacy, language, and AAC activities were used to develop four prototype Yolŋu AAC systems for Yolŋu with varied literacy skills. Data were coded using gerunds to identify and focus on action in the data. Reflective and analytical collaborative, oral group discussions were used to identify key considerations and, ultimately, a Yolŋu metaphor for the research. Yolŋu language, culture and worldview impacted all aspects of prototype design and decision making. Salient considerations related to representation, organization, layout, and access, are presented. Clinical implications and future research considerations are outlined.

1.5.65 SUSHEEL JOGINDER SINGH, et al.

Malaysian speech-language pathology students’ reflections about their participation in an AAC training program

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL.38(4), DECEMBER2022, 236-244p.

Most speech-language pathologists (SLPs) in Malaysia practice with an undergraduate degree, which provides them with limited knowledge about and training in augmentative and alternative communication (AAC). This limited knowledge and training may affect their confidence and competence when introducing and using AAC with individuals for whom it is required. This study aimed to obtain feedback, via semi-structured interviews, from a group of 11 Malaysian university students who participated in an AAC training program about their experiences participating in and the effectiveness of the training program. Three themes were derived from qualitative content analysis of the interviews: (a) Time Demands, (b) Generalizing the use of AAC, and (c) Learning Required When Introducing AAC. The participants reported that they obtained better insights into the role of SLPs and communication partners with regards to AAC, as well as the struggles they faced. Students also reported increased confidence when working with individuals who use AAC after participating in the training program, thus supporting the need for similar training programs in the future.

1.5.66 MICHELLE C. S. THERRIEN, et al.

A scoping review of the playground experiences of children with AAC needs
**AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL.38(4),
DECEMBER2022, 245-255p.**

Unstructured play on playgrounds is beneficial to children’s development, but children with disabilities are often unable to use playgrounds in the same ways as their peers without disabilities. No research to date has focused exclusively on the playground experiences of children who use augmentative and alternative communication (AAC). Therefore, in this scoping review, information from 10 studies published between 1990 and 2020 that investigated the playground experiences of children with disabilities, including those with limited speech, is synthesized. Included studies used experimental or non-experimental designs and involved the collection of either quantitative or qualitative data. The findings indicate that children with limited speech have diverse playground experiences and can benefit in some of the same ways as children with typical development from playground play but that they encounter barriers to participation that go beyond a lack of physical access. Additional research focusing specifically on understanding the communication experiences of children who use AAC on playgrounds is essential to address the complex issues associated with playground participation, including access to aided AAC systems on the playground. To foster more inclusive playgrounds, accessibility standards must address the unique needs of children with limited speech to support participation and access to communication on the playground.

1.6 General

1.6.67 AGATA FREEDLE & CHARIS L. WAHMAN

Understanding Families' Experiences Raising Young Children With Challenging Behavior Through an Ecological Lens: A Qualitative Meta-Synthesis

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(3), NOVEMBER 2022, 269-281p.

Raising a young child with challenging behavior can have a significant impact on families' well-being and family functioning. Despite advancements in the field, there is a paucity of research focused on effective ways to address their unique experiences. This qualitative meta-synthesis aims to identify the needs of families with young children who exhibit challenging behavior to inform more robust and responsive family-centered practices. Employing a constant comparative approach, we used axial coding to examine six studies involving 49 families and a critical appraisal approach to evaluate their strengths and weaknesses, based on recommendations articulated by the Cochrane Collaboration. We determined that six major themes were most salient: (a) the family system, (b) families' self-concept, (c) families' capacity, (d) families' social and emotional needs, (e) families' experiences with professionals, and (f) families' initial concerns. Our findings indicate that studies were conducted with acceptable rigor and all studies established credibility and trustworthiness of their results. The importance of family-centered practices, parenting interventions, and addressing the mental health needs of families are discussed.

1.6.68 CHIEH-SEN CHUANG et al.

Effects of modern technology (exergame and virtual reality) assisted rehabilitation vs conventional rehabilitation in patients with Parkinson's disease: a network meta-analysis of randomised controlled trials

PHYSIOTHERAPY, VOL. 117, DECEMBER 2022, 35-42p.

Background: Modern technological applications, including exergames and virtual technology-assisted rehabilitation (VTAR) programmes, are promising for Parkinson's disease (PD) rehabilitation. However, evidence regarding their efficacy for rehabilitation is inconclusive.

Objectives: This network meta-analysis (NMA) investigated the efficacy of exergames and VTAR on gait and balance outcomes and acceptability for patients with PD.

Data sources: ClinicalKey, Cochrane CENTRAL, Embase, ProQuest, PubMed, ScienceDirect, Web of Science and ClinicalTrials.gov.

Study selection: Randomised controlled trials (RCTs) investigating changes in gait or balance parameters were included in this study.

Study appraisal and synthesis methods: In the NMA, standardised mean differences with 95% confidence intervals were calculated using a frequentist model. GRADE ratings were used to evaluate the quality of evidence in this study.

Results: Twenty-three RCTs with 949 participants were included. Exergames and VTAR were associated with significantly better improvements in balance and gait outcomes than usual treatment and other active control interventions. However, exergames were not associated with changes in depressive symptoms. The evaluation of acceptability results indicated that all exergames and VTAR were adequately tolerated, as indicated by the low drop-out rates.

Small sample sizes and heterogeneity were the key limitations of this study.

Conclusion and implications of key findings: This NMA confirmed that exergames are

associated with more favourable gait and balance outcomes in patients with PD compared with usual treatment and other active control interventions. GRADE ratings revealed that most direct, indirect and overall network evidence was of low to medium quality. Larger-scale studies with longer follow-up periods are warranted.

1.6.69 JESSICA AMSBARY, et al.

Engaging Parents in the Development and Testing of a Website to Support Social-Communication and Play Development for Preschoolers with Autism Spectrum Disorder
JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 523-535p.

Preschoolers with autism spectrum disorder (ASD) present with social-communication and play challenges and would benefit from interventions targeting these skills. One way to ensure this is by engaging parents in technological supports to learn about an intervention and increase home-school collaboration. Thus, a website could potentially address both needs. This study describes the initial developmental processes of one such website. Specifically, we describe how engaging parents as stakeholders in the website development enhanced its future usability and feasibility. Data were collected through focus groups, interviews, and surveys to obtain parent feedback about website usability and applicability and about the intervention. Survey data were descriptively analyzed. Focus group and interview data were analyzed using systematic qualitative analysis. Parents perceived the website to be useful in helping them target social-communication and play with their preschoolers with ASD and highlighted specific aspects of the website and intervention they perceived as effective. Child outcomes and parent fidelity to the intervention supported these perceived developmental gains. Findings suggest that engaging parents in developmental processes may help ensure usability and applicability of resources and interventions. Furthermore, findings support the use of technology to help parents learn to use an intervention with their preschoolers with ASD. Implications for research and practice are discussed.

1.6.70 LAUREN M. LEJEUNE, et al.

The Effect of CW-FIT on Group Engagement During Virtual Instruction
JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 37(4), DECEMBER 2022, 550-560p.

There is a need to adapt research-based behavior management interventions so they have utility for virtual instruction. In this study, we investigated whether Class-Wide Function-Related Intervention Teams (CW-FIT) would increase group engagement for a first-grade inclusive class during virtual reading instruction. Results of the single case ABAB design indicated a functional relation between CW-FIT and increased group engagement. Secondary measures of students' (a) screen match (i.e., appropriate screen activity) during instruction and (b) attendance did not have clear relations with CW-FIT implementation. Overall, these results suggest behavioral interventions with evidence of effectiveness for increasing engagement during in-person instruction may have similar effects during virtual instruction.

1.6.71 BRIANA BRONSTEIN, et al.

Paraprofessional and Teacher Relationships in Working With Students With or At Risk of Disruptive Behavior Disorders
THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(3), NOVEMBER 2022, 123-

131p.

Limited research has been conducted examining the relationship between paraprofessionals and teacher supervisors. This study examined 175 paraprofessionals of students with or at risk of disruptive behavior disorders who reported relationships with classroom teachers in 59 U.S. elementary schools. Overall, paraprofessionals rated their relationship with their classroom teachers as positive. Differences in relationship qualities were examined in relation to paraprofessional race/ethnicity, level of education, years of experience, and school economic status (i.e., percentage of students receiving free and reduced-price lunch). Results indicated that Latinx and Black paraprofessionals reported lower overall relationship quality with their classroom teachers than White paraprofessionals. Paraprofessionals with more years of experience, in general, reported better relationship quality and communications with their classroom teachers; no differences were found for educational level. Negative correlations ($r_s = -.25, -.26$) were found between relationship qualities and school economic status. Implications for practice and research are discussed.

1.6.72 MICHAEL TUTTLE & ERIK W. CARTER

A Review of Computer-Assisted Instruction for Students With Visual Impairment

THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(3), NOVEMBER 2022, 132-145p.

Computer-assisted instruction (CAI) is a critical tool for accessing information and instruction among students with visual impairment (VI). This systematic review examined eight CAI intervention studies implemented with 92 U.S. school-age children with VI. The interventions were implemented with a diverse group of students across a variety of school types (e.g., neighborhood schools, schools for the blind), grade levels, and content areas (e.g., math, reading). Although some findings were promising, the effects of CAI were inconsistent across studies. This review highlights the need for (a) additional high-quality intervention evaluations, (b) more information on the social validity of CAI interventions, and (c) evaluations of CAI among students with a wider range of needs. Implications for practice and research aimed at enhancing the use of CAI are addressed.

1.6.73 KRISTI L. MORIN, et al.

Perspectives on Disabilities in Sierra Leone

THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(3), NOVEMBER 2022, 146-157p.

Most disability research originates from high-income countries, masking important cultural variability in how disability is conceptualized. Through 199 interviews with people living in Sierra Leone, we investigated the following research questions: (1) What are the experiences of community members with people with disabilities? (2) What employment options or other resources are available for people with disabilities? (3) How do community members perceive people with disabilities? We used a mixed-method approach to data analysis by quantizing the qualitative responses to further examine whether participants' responses differed by urbanicity, age, or level of education. The results of this study provide insight into how disability is understood in a low-income country and reveal important directions for future research.

1.6.74 DAVID P. JARMOLOWICZ, et al.

A multiple-stimulus-without-replacement assessment for sexual partners: Test–retest stability
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1059-1067p.

The stability of stimulus preference assessment results is an important consideration when using the identified stimuli in treatments and/or additional experiments. Prior research has demonstrated that the preference hierarchies identified by the multiple stimulus without replacement (MSWO) preference assessment are generally stable over time. This stability has been demonstrated with tangible and edible items, yet the extent to which that stability can be expected for other types of stimuli remains unknown. The current study tested the 2-month stability of the MSWO preference assessment in the context of college students' preferred sexual partners. Adequate stability was shown in most cases, suggesting generality of the stability of preference across tasks, populations, and stimuli.

1.6.75 JOSEPH M. LAMBERT, et al.

Exploring the validity of university-based practicum tailored to develop expertise in addressing challenging behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1172-1192p.

In theory, the principles, processes, and concepts of applied behavior analysis are universally applicable. In practice, clinicians commit their lives to serving specific populations in specific settings for which specialization is needed. The purpose of this 6-year retrospective consecutive case series was to describe and evaluate the quality and validity of a practicum experience tailored to develop specialized expertise in the assessment and treatment of challenging behavior for pre-service practitioners enrolled in a department of a special education program.

1.6.76 JOSEPH M. LAMBERT, et al.

Description and evaluation of a function-informed and mechanisms-based framework for treating challenging behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1193-1219p.

Individualization and iterative design are essential components of the assessment and treatment of challenging behavior. Currently, there are few validated frameworks for engaging in iterative processes. Due to the nature of single-case design, empirically rigorous evaluations of decision-tree processes are particularly prohibitive. Notwithstanding, evaluations are needed. In this paper we first describe a function-informed and mechanisms-based (FIMB) framework for selecting treatment components employed by a university-based practicum experience designed to expose pre-service practitioners to a valid treatment process for challenging behavior. Then, we share a completed retrospective consecutive case series across a 6-year period in which we conducted a technique analysis to identify which procedures were most commonly selected in the practicum, and the impact of those choices on client outcomes. The results suggest that the model can be highly effective for some, but not all, cases. Implications are discussed.

1.6.77 JOSEPH M. LAMBERT, et al.

Revisiting the social validity of services rendered through a university-based practicum addressing challenging behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.55(4), FALL 2022, 1220-1238p.

This paper represents the third in a three-part series intended to challenge the social validity of the services provided by a university-based practicum for addressing the challenging behavior of individuals with disabilities. In this paper, we surveyed referring stakeholders (e.g., parents, teachers) of past service recipients to explore the acceptability of the service model's goals, methods, and outcomes. We probed for tensions resultant from the model's threefold mission (service, training, and research) and explored how conflicts between these goals affected the quality of our services. Generally, results were favorable and appeared to support continued model implementation, but not without qualification. Emergent themes, areas for improvement, and future directions for intervention research are all discussed.

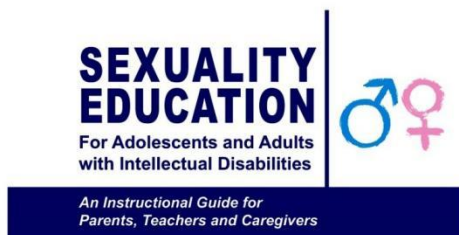
1.6.78 MICHELLE C. S. THERRIEN, et al.

Augmentative and alternative communication services during the COVID-19 pandemic: impact on children, their families and service providers

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL.38(4), DECEMBER2022, 197-208p.

The closure of schools and healthcare facilities across the United States due to COVID-19 has dramatically changed the way that services are provided to children with disabilities. Little is known about how children who use augmentative and alternative communication (AAC), their families and their service providers have been impacted by these changes. This qualitative study sought to understand the perspectives of parents and speech-language pathologists (SLPs) on how COVID-19 has affected children, families, services providers and the delivery of AAC-related communication services. For the study, 25 parents and 25 SLPs of children who used aided AAC participated in semi-structured interviews, with data analyzed using qualitative thematic analysis. Parents and SLPs highlighted wide disparities in how children have been impacted, ranging from views of children making more progress with communication and language than before the pandemic to worries about regression. A complex system of factors and processes may explain these differences. COVID-19 will have lasting impacts on the lives of children with complex communication needs. This research highlights the crucial role of family-service provider partnerships and access to quality AAC services for children during the pandemic and into the future.

Books on Sexuality Education by NIEPID



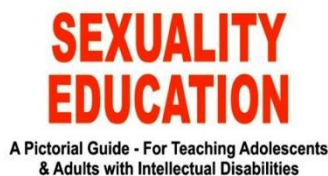
R. Shilpa Manogna Ph. D (Spl. Edn.)
(Project Coordinator)

K. Buelah Susan M.A., M. Ed. (Spl. Edn.) (ID)
(Assistant Research Officer)

J. Ravi Kumar M. Sc. (Psy), B. Ed. (Spl. Edn.) (ID)
(Assistant Research Officer)



National Institute for the Empowerment of Persons with Intellectual Disabilities (Divyangjan)
Department of Empowerment of Persons with Disabilities (Divyangjan)
Ministry of Social Justice & Empowerment, Government of India
Manovikasnagar, Secunderabad - 500 009, Telangana, INDIA



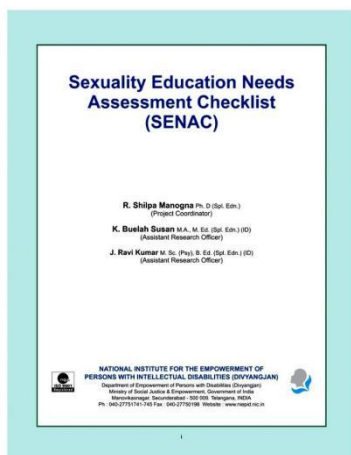
R. Shilpa Manogna Ph. D (Spl. Edn.)
(Project Coordinator)

K. Buelah Susan M.A., M. Ed. (Spl. Edn.) (ID)
(Assistant Research Officer)

J. Ravi Kumar M. Sc. (Psy), B. Ed. (Spl. Edn.) (ID)
(Assistant Research Officer)



NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL DISABILITIES (DIVYANGJAN)
Department of Empowerment of Persons with Disabilities (Divyangjan)
Ministry of Social Justice & Empowerment, Government of India
Manovikasnagar, Secunderabad - 500 009, Telangana, INDIA
Ph : 040-27751741-745 Fax : 040-27750198 Website : www.niepid.nic.in



SAMPLE ENTRY

D. J. FIDLER → **Author**

Executive function and intellectual disability: innovations, methods and treatment} → **Title**

JOURNAL OF INTELLECTUAL DISABILITY RESEARCH 66 (1), Jan 2022, 1-8p.

→ **Name of the Journal**

Volume Date of Publ. Pages
↓ ↓ ↓
Issue

This editorial presents an introduction to and an overview of the current JIDR special issue on “Executive Function in Intellectual Disability.” The articles included in this special issue provide a contemporary, in depth exploration of questions regarding the nature of EF in individuals with ID. Topics include the emergence of EF during early childhood in ID-related conditions, the influence of EF on other domains of development, and the relationship between EF and adaptation throughout the lifespan. This editorial synthesizes the findings presented in this special issue and identifies methodological challenges that researchers will continue to face in future investigations of this important area.

↓
Abstract



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



Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Government of India

Manovikas Nagar P.O., Secunderabad 500 009, Telangana

Phone; 040-27751741 to 45, Fax; 040-27750198, Email; nimh-director@gmail.com, Website; www.niepid.nic.in An ISO 9001:2015 INSTITUTION

Department of Empowerment of
Persons with Disabilities (Divyangjan)