

# KARAVALAMBAN

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**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS**

**WITH INTELLECTUAL DISABILITIES(DIVYANGJAN)**

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Department of Library & Information Services



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

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

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## **1.0 Abstracts of Current Articles**

### **1.1 Psychology**

#### **1.1.1 GANZ J.B., ET AL.**

Participant characteristics predicting communication outcomes in AAC implementation for individuals with ASD and IDD: a systematic review and meta-analysis  
**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(1), MARCH 2023, 7-22p.**

This meta-analysis examined communication outcomes in single-case design studies of augmentative and alternative communication (AAC) interventions and their relationship to participant characteristics. Variables addressed included chronological age, pre-intervention communication mode, productive repertoire, and pre-intervention imitation skills. Investigators identified 114 single-case design studies that implemented AAC interventions with school-aged individuals with autism spectrum disorder and/or intellectual disability. Two complementary effect size indices, Tau(AB) and the log response ratio, were applied to synthesize findings. Both indices showed positive effects on average, but also exhibited a high degree of heterogeneity. Moderator analyses detected few differences in effectiveness when comparing across diagnoses, age, the number and type of communication modes, participant's productive repertoires, and imitation skills to intervention.

#### **1.1.2 DHONDT ANN, ET AL.**

Analysis of early expressive communicative behaviour of young children with significant cognitive and motor developmental delays  
**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(1), MARCH 2023, 24-37p.**

**Background:** Related to the target group of young children with a significant cognitive and motor developmental delay, the aims of this study were to obtain more insight into (the interrelations between) several characteristics of these children's expressive communicative behaviour and to explore associations between child behaviour, partner behaviour and contextual factors.

**Methods:** A coding scheme was specifically developed and used to code observational data of 38 children. Three different communication-eliciting situations were video recorded. Potential communicative acts were detected, described, coded and counted within various coding categories. Data analysis mainly involved chi-square tests in combination with Cramer's V and Friedman's two-way analysis of variance by ranks.

**Findings:** Potential communicative acts of young children with significant cognitive and motor developmental delay can be described in terms of focus, used modalities, level of initiative, communication complexity, signs of functionality and signs of emerging intentionality. The communicative focus of the children is mostly elicited by the prompt given by the communication partner and relates to certain behavioural modalities. Specific scaffolding behaviours of the partner are associated with the communication complexity of the children.

**Conclusion:** This study provides some concrete suggestions on how to organise the interaction with these children.

### **1.1.3 PACHANKIS JOHN E. & SOULLIARD ZACHARY A.**

A Model for Adapting Evidence-Based Interventions to Be LGBTQ-Affirmative: Putting Minority Stress Principles and Case Conceptualization Into Clinical Research and Practice

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 1-17p.**

The mental health field now possesses clinical trials attesting to the efficacy of affirmative practice with sexual minority individuals. With the goal of efficiently moving the results of these clinical trials into real-world clinical practice, this paper offers a model for adapting existing evidence-based practices originally developed for the general population to be lesbian, gay, bisexual, and queer (LGBTQ)-affirmative. The adaptation model presented here guides clinicians to incorporate six LGBTQ-affirmative transtheoretical principles of change into practice. These principles facilitate raising awareness of the impact of minority stress on sexual minority clients' mental health and on client self-evaluation while drawing upon sexual minority resilience and intersectional experiences to build empowering coping skills and validating relationships. The adaptation model also provides a transtheoretical approach to case conceptualization that directs clinicians to consider the role of early and ongoing minority stress on sexual minority clients' cognitive, affective, motivational, behavioral, and self-evaluative experiences that maintain current distress. This case conceptualization approach highlights common associations among these experiences, suggesting clear routes of interventions for many sexual minority client presentations. Case examples from recent clinical trials of LGBTQ-affirmative cognitive-behavioral therapy illustrate how these principles and this case conceptualization can be effectively utilized in practice. While the principles and case conceptualization are meant to be transtheoretical and therefore applicable across therapeutic techniques, to date they have been tested only in clinical trials for cognitive-behavioral treatments. Therefore, this paper concludes with a call for future research to determine the effectiveness of implementing this adaptation model across diverse therapeutic modalities and client presentations.

### **1.1.4 CAPOBIANCO LORA & NORDAHL HENRIK**

A Brief History of Metacognitive Therapy: From Cognitive Science to Clinical Practice

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 45-54p.**

Metacognitive therapy (MCT) is proving to be an effective treatment for anxiety and depression with effects that may exceed CBT. It has been described as a paradigm shift in psychotherapy in its theory-driven cognitive science approach and systematic development and evaluation. MCT was developed by Adrian Wells based on an information processing theory, the Self-Regulatory Executive Function model by Wells and Matthews. MCT theory formulates psychological disorders as sharing common causal factors under the influence of metacognition, representing a particular top-down model of biases in cognitive regulation. A key clinical implication was that a core set of interventions could be developed to impact a wide range of symptoms and disorders. In this paper, we trace the historical development of MCT and the major studies that informed theory and practice with the aim of introducing clinicians and researchers to this area and to understand why the metacognitive approach has developed into a treatment that is proving to be potentially more effective than current gold-standard treatments. In doing so, we will draw out the distinctive features of the approach and explore how this might offer a blueprint for scientific advancement in clinical psychology and psychotherapy.



### **1.1.5 BARNES SEAN M., ET AL.**

Safety Planning Within Acceptance and Commitment Therapy

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 55-63p.**

Acceptance and commitment therapy (ACT) is a contextual behavioral psychotherapy that helps clients build meaningful lives in the service of their own chosen values, rather than specifically focusing on symptom reduction or prevention of destructive behaviors. However, empowering ACT clients to navigate suicidal crises effectively is vital to ensuring the opportunity to build a life they will choose to live. Suicide safety planning is a widely used empirically supported approach to prepare clients to survive suicidal crises, and can be effectively incorporated into ACT. In this paper, we offer a contextual behavioral conceptualization of suicide as an extreme attempt to solve the problem of painful thoughts, emotions, and sensations, and provide an example of how this conceptualization and the necessity of safety planning can be introduced to clients. Use of chain analysis of suicidal behavior is introduced as a tool to inform the suicide safety plan. We describe how ACT processes can enhance safety plans and, in turn, create safety plans that will serve as means to develop skills associated with efficacious/effective ACT interventions. Finally, we discuss the ongoing evaluation and revision of the safety plan from an ACT framework.

### **1.1.6 FOYNES MELISA M., ET AL.**

A Functional Approach to the Assessment and Treatment of Non-Suicidal Self-Injury in Veterans: A Dialectical Behavior Therapy–Informed Perspective

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 64-81p.**

Given that non-suicidal self-injury (NSSI) is related to increased odds of suicidal ideation and suicide attempts, treating NSSI in veterans is a key treatment priority to help reduce suicide risk and increase quality of life. Treating NSSI can be difficult for clinicians and training in addressing NSSI can enhance therapist empathy and decrease negative attitudes. The current paper describes prevalence of and risk factors for NSSI in veterans and presents a Dialectical Behavior Therapy (DBT)-informed approach for arriving at a functional understanding of NSSI in order to inform assessment and treatment. This DBT-informed approach is demonstrated with two case examples of veteran clients. While in many circumstances treatment of NSSI may be most effective in the context of full model DBT (i.e., individual therapy, group skills training, phone coaching, and therapist consultation team), many aspects of the functional approach discussed herein are not specific to DBT and could therefore be integrated into behavioral analyses and case formulations conducted within non-DBT therapeutic approaches.

### **1.1.7 WEAVER, ADDIE, ET AL.**

Entertain Me Well: An Entertaining, Tailorable, Online Platform Delivering CBT for Depression

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 96-115p.**

Depression prevalence is high, impacting approximately 20% of Americans during their lifetime, and on the rise due to stress and loss associated with the COVID-19 pandemic. Despite the high prevalence of depression, unacceptable treatment access disparities persist. When depression goes untreated, it leads to substantial negative impacts in multiple life

domains. Cognitive behavioral therapy (CBT), the gold-standard psychosocial treatment for depression, remains largely unavailable to individuals living with depression, particularly individuals who are members of underrepresented groups in our society. Digital mental health interventions (DMHI) have led to important advances in extending the reach of CBT for depression; however, they are underutilized and treatment engagement remains low. We sought to address some of the current gaps in DMHI by developing an online platform for delivering CBT for depression that is entertaining, simple and straightforward, and tailorable. First, this article introduces our online platform, Entertain Me Well (EMW) and its key innovations, including the use of an engaging, character-driven storyline presented as “episodes” within each session, as well as customizable content that allows for tailoring of text, images, and examples to create content most relevant to the target client population, context, or setting. Next, we describe two EMW depression treatment programs that have been tailored: one for delivery in the rural church setting, called Raising Our Spirits Together, and one tailored for delivery in dialysis centers, called Doing Better on Dialysis. Finally, we discuss future directions for the EMW platform, including the ability to create programs for other common mental health and health conditions, the development of additional character-driven storylines with greater treatment personalization, translation of content in multiple languages, and the use of additional technological innovation, such as artificial intelligence like natural language processing, to enhance platform interactivity.

#### **1.1.8 MEINZER MICHAEL C., ET AL.**

From the Clinic to Schools: Iterative Development of a Depression Prevention Program for Adolescents With ADHD Within an Urban School System

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 96-115p.**

Attention-deficit/hyperactivity disorder (ADHD) is a prevalent disorder, particularly among Black youth and youth in urban settings. In addition to well-documented academic and social dysfunction, ADHD is associated with increased risk for depression and suicide. However, there is a stark mismatch between services available and need among adolescents with ADHD, especially those from low-income backgrounds. Implementation of services in schools is one promising way to overcome barriers to care, decrease stigma associated with mental health care, and offer the ability to practice mental health skills in a more natural environment. As such, the current study aims to (a) describe the iterative development of a school-based depression prevention program (i.e., Behaviorally Enhancing Adolescents’ Mood in Schools [BEAMS]) for adolescents with ADHD in an underresourced, urban school district using stakeholder feedback; and (b) evaluate the preliminary effectiveness of an open trial of BEAMS. Raw data for all participants ( $n = 6$ ; 83% Black, 17% biracial; 83% male) with indications for significant Reliable Change Indices are presented in addition to two case vignettes to illustrate treatment components and exemplify participant response. Pre- and posttreatment focus group data are presented to depict the development of the BEAMS program, lessons learned, and modifications made to BEAMS, in preparation for a larger randomized trial. Future directions are discussed.

#### **1.1.9 FISHER WAYNE W. & GREER BRIAN D.**

Basic and applied research on extinction bursts

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(1), WINTER 2023, 4-28p.**

Discontinuation of the contingency between a response and its reinforcer sometimes produces

a temporary increase in the response before its rate decreases, a phenomenon called the extinction burst. Prior clinical and basic studies on the prevalence of the extinction burst provide highly disparate estimates. Existing theories on the extinction burst fail to account for the dynamic nature of this phenomenon, and the basic behavioral processes that control response bursting remain poorly understood. In this paper, we first review the basic and applied literature on the extinction burst. We then describe a recent refinement of the concatenated matching law called the temporally weighted matching law that appears to resolve the above-mentioned issues regarding the extinction burst. We present illustrative translational data based conceptually on the model. Finally, we discuss specific recommendations derived from the temporally weighted matching law regarding procedures clinicians could implement to potentially mitigate or prevent extinction bursts.

#### **1.1.10 SLEIMAN, ANDRESSA, ET AL.**

An evaluation of the teach-back method for training new skills

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(1), WINTER 2023, 117-130p.**

There are several effective training packages (e.g., behavioral skills training, video modeling, and self-instruction packages) available to train staff. Despite their efficacy, these training procedures require substantial time or preplanning and resources to create materials. Teach-back, an empirically validated method used in the healthcare setting to enhance communication between clinicians and patients, does not require any preplanning or materials. However, this method has yet to be investigated in the context of training and supervision. The purpose of this experiment was to evaluate the efficacy of teach-back in training participants to implement preference assessments and a token economy. The teach-back method improved procedural integrity to at least 88%, and the addition of vocal-verbal feedback resulted in all participants achieving 100% integrity in all skills. We discuss the implications of these findings.

#### **1.1.11 KRISTEN WILLIAM PELTIER, ET AL.**

Effects of and preference for student- and teacher-implemented good behavior game in early elementary classes

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(1), WINTER 2023, 216-230p.**

Disruptive behavior during instruction is a common problem in elementary classrooms. One intervention to reduce disruptive behavior is the Good Behavior Game (GBG). In this study, the students of 2 early elementary classrooms experienced 3 versions of the GBG: experimenter-implemented, teacher-implemented, and student-implemented. The effects of the GBG on disruptive behavior and peer interactions were evaluated using a combined reversal and multielement design. Student preference for conditions was assessed via a group arrangement of a concurrent-chains preference assessment. All versions of the game reduced disruptive behavior compared to baseline, but the rate of disruptive behavior was slightly higher during the teacher-implemented sessions in Class 1. Few peer interactions occurred during the game; however, negative interactions increased slightly in both classes during the GBG. Students overwhelmingly preferred the student-implemented version of the game. This study provides support for student implementation of the GBG and offers an approach to student shared governance in the classroom.

### **1.1.12 BULOTSKY-SHEARER, REBECCA, ET AL.**

Making the Invisible Visible: Using a Contextual Measurement Approach to Identify Children With Social-Emotional and Behavioral Needs in Preschool Classrooms

Using Behavior Skills Training

**TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(4), FEBRUARY 2023, 344-356p.**

Best practices in early childhood include using measures to identify children's social-emotional and behavioral needs within routine, naturalistic preschool contexts. Aligned with best practices, we examined the combined utility of two contextual measures, a teacher report and a direct observation of classroom behavior, in the context of interactions with teachers, peers, and learning tasks. Latent profile analysis (N = 527 children) identified four profile groups: (a) well-adjusted and positively engaged, (b) high externalizing and conflict engagement, (c) adequately adjusted/mildly disengaged in learning tasks, and (d) elevated internalizing behavior and low engagement. Children's profile classification was associated concurrently with emotion regulation and social competence. Teachers independently reported on children's social-emotional or academic concerns. Teachers' reports of social-emotional concerns comported for children in the externalizing profile but did not comport for the internalizing group. Findings illustrate the utility of a contextual assessment approach for early identification and intervention, particularly for children who display internalizing behavior.

### **1.1.13 DE SWART FANNY, ET AL.**

Social Competence and Relationships for Students With Emotional and Behavioral Disorders  
**THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(4), FEBRUARY 2023, 225-236p.**

This longitudinal study investigated bidirectional associations between pupils' social competence and their interpersonal relationships and classroom climate in segregated special education schools for pupils with emotional and behavioral disorders in the Netherlands. Participants were in Grade 4 and 5 in School Year 1 (N = 441) and Grade 5 and 6 in School Year 2 (N = 504) (Mage Time1 = 10.82, SD = 0.86). Digital surveys were administered to pupils and teachers twice each school year to gather information about pupils' relationships with teachers and peers, classroom climate (structure, atmosphere), and social competence. Structural path models were estimated separately for each school year. Altogether, classroom structure and peer relations were inconsistently linked with teacher and self-reported social competence. Peer relationships (first school year) and structure (second school year) predicted teacher-reported social competence. Self-reported social competence predicted peer relationships, while teacher-reported social competence predicted structure (second school year). Explanations and implications of the findings are discussed.

### **1.1.14 FRANKLIN-GILLETTE, SARA, ET AL.**

Peer Influence in a School for Youth With Emotional and Behavioral Disorders

**JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(1), MARCH 2023, 3-13p.**

Despite research on peer dynamics in mainstream classrooms and in mental health interventions, investigations of peer dynamics in self-contained classrooms for students with emotional and behavioral disorders (EBD) are limited. This study examined the influence of

classroom behavior norms on individual behavior in a school for students with behavior challenges. Ratings of respectful behavior and rule-following behavior were collected for each marking period of one academic year during reading instruction and during lunch at both individual and classroom levels. Two sets of hierarchical linear models examined whether individual behavior trajectories were independent of classroom grouping (i.e., unconditional growth models) and whether classmate behavior norms predicted individual behavior (i.e., conditional growth models). Overall, individual trajectories for respectful behavior and rule-following behavior were not dependent on classroom groupings. However, across behaviors and settings, classroom norms significantly predicted individual behavior. These findings extend classroom norms research into an EBD setting and suggest that classroom norms may promote or inhibit positive behavior within self-contained classrooms for students with EBD. Behavior support programs within self-contained settings should account for influence of classroom norms (e.g., incorporation of group contingencies) to enhance social functioning of students with EBD.

#### **1.1.15 POLING DANIEL V. & SMITH STEPHEN W.**

Perceptions About Verbal Aggression: Survey of Secondary Students With Emotional and Behavioral Disorders

**JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(1), MARCH 2023, 14-26p.**

Researchers have found that verbal aggression (VA) is the most frequent form of aggression reported in U.S. schools across all grade levels. There are numerous harmful outcomes for VA perpetrators, victims, and witnesses including depression, anxiety, decreased academic performance, and low sense of school belonging. Moreover, VA is known to occasion physically aggressive responses, making VA especially problematic for students who exhibit chronic maladaptive behavior profiles. In this study, therefore, we surveyed 144 middle and high school students identified with an emotional and behavioral disorder to understand their involvement with VA, response to victimization, and what VA messages lead to physical aggression. We also investigated the locations of VA incidents, student perceptions about teacher-delivered consequences for VA, and witness behavior. We discuss the implications for practice, including explicit skill instruction for students and incorporating content about VA into preservice teacher coursework covering prevention and intervention strategies. Finally, we provide suggestions for future research such as conducting observations across a variety of school settings and in different regions of the country, and collecting qualitative data to enrich quantitative findings.

#### **1.1.16 MCLEOND BRYCE D. & ET AL.**

Study Protocol: Multi-Level Determinants of Implementation and Sustainment in the Education Sector

**JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(1), MARCH 2023, 27-40p.**

Evidence-based programs (EBPs) delivered in elementary schools show great promise in reducing risk for emotional and behavioral disorders (EBDs). However, efforts to sustain EBPs in school face barriers. Improving EBP sustainment thus represents a priority, but little research exists to inform the development of sustainment strategies. To address this gap, the Sustaining Evidenced-Based Innovations through Multi-level Implementation Constructs (SEISMIC) project will (a) determine if malleable individual, intervention, and organizational

factors predict EBP treatment fidelity and modifications during implementation, sustainment, or both; (b) assess the impact of EBP fidelity and modifications on child outcomes during implementation and sustainment; and (c) explore the mechanisms through which individual, intervention, and organizational factors influence sustainment outcomes. This protocol article describes SEISMIC, which builds upon a federally funded randomized clinical trial evaluating BEST in CLASS, a teacher-delivered program for K to Grade 3 children at risk for EBDs. The sample will include 96 teachers, 384 children, and 12 elementary schools. A multi-level, interrupted time series design will be used to examine the relationship between baseline factors, treatment fidelity, modifications, and child outcomes, followed by a mixed-method approach to elucidate the mechanisms that influence sustainment outcomes. Findings will be used to create a strategy to improve EBP sustainment in schools.

#### **1.1.17 XU, YANFENG, ET AL.**

The Negative Effects of Adverse Childhood Experiences (ACEs) on Behavioral Problems of Children in Kinship Care: The Protective Role of Kinship Caregivers' Mental Health  
**JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(1), MARCH 2023, 41-53p.**

This study aims to examine the (a) prevalence of adverse childhood experiences (ACEs) among children in kinship care; (b) relationships between the number and type of ACEs and children's internalizing and externalizing problems; and (c) moderating role of kinship caregivers' mental health on the relationships between ACEs and children's internalizing and externalizing problems. A sample of children in kinship care (N = 224) obtained from the National Survey of Child and Adolescent Well-Being II was used. Ordinary least squares regression models were conducted. Results indicated that neglect followed by parental substance abuse were found to be the most prevalent of the ACEs. Child neglect, sexual and emotional abuse, and parental substance abuse were significantly associated with child internalizing problems, whereas sexual and emotional abuse were significantly associated with child externalizing problems. The total number of ACEs and experiencing three or more ACEs were significantly associated with child externalizing problems. Kinship caregivers' mental health significantly moderated the relationships between neglect, sexual abuse, and child internalizing problems. Caregiver's mental health also moderated the relationships between emotional and sexual abuse, neglect, and children's externalizing problems. Findings suggest the importance of addressing ACEs and the need for mental health services to both kinship caregivers and children in kinship care.

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

### 1.2.18 SEDLÁČKOVÁ DAGMAR, ET AL.

Experiences of mothers of children with profound intellectual and multiple disabilities in the Czech Republic

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(1), MARCH 2023, 3-12p.**

**Background:** The objective of this study is to explore experiences of Czech mothers caring for children with profound intellectual and multiple disabilities.

**Methods:** Semistructured interviews combined with biographical narration of mothers of children with profound intellectual and multiple disabilities and a short questionnaire for demographic data were used for data collection. Data analyses were carried out according to Van Manen's approach, including defining the main themes and description of the lived experiences of mothers.

**Findings:** The dominant themes that emerged from the interviews were (1) losses and limits, (2) increased demands and exhaustion, (3) worries, (4) challenges connected to help and support, (5) transformation, (6) pleasures with contentment of the child and a small development and (7) functional support.

**Conclusions:** The findings demonstrate that mothers of children with profound intellectual and multiple disabilities are at risk of facing many kinds of life difficulties, but the children have also positive impact on the mothers' lives. Relevant professionals and policy makers should be aware of the needs and challenges experienced by this vulnerable population.

### 1.2.19 LAM ANGUS, ET AL.

Voices from parents on the sexuality of their child with intellectual disabilities: A socioemotional perspective in a Chinese context

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(1), MARCH 2023, 13-23p.**

**Background:** This qualitative study explored the attitudes and experiences of Hong Kong Chinese parents/carers relating to the sexual needs of their child with intellectual disabilities.

**Methods:** Semi-structured interviews were conducted in Hong Kong with seven parents/carers applying Interpretative Phenomenological Analysis to explore their experiences of and attitudes towards the sexual needs of their adult child with intellectual disabilities.

**Findings:** Data revealed three salient variations in participants' attitudes towards the child's sexual needs: concern, reluctance and prohibition. Participants' anxiety about discussing sexuality was evident. Most participants further displayed a layer of feeling that combined 'love' and 'grief'. Based on Goffman's dramaturgical perspective, participants exhibited front stage and back stage behaviours that are believed to be strongly influenced by stigmatisation and collectivist culture.

**Conclusion:** Various levels of intervention to reduce stigma are identified and discussed. This study also highlighted the role of caring professionals in generating awareness of the cultural impact on the family and the need to carefully address the subtle feelings experienced by family members with intellectual disabilities.



### 1.2.20 CAREY, EILEEN, ET AL.

The Irish perspective on placement opportunities accessed by students on undergraduate Nursing (Intellectual Disability) programmes: A quantitative descriptive study

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(1), MARCH 2023, 38-52p.**

**Background:** Globally there are few countries facilitating undergraduate programmes to train nurses specifically to support people with intellectual disabilities. In Ireland, eight Higher Education Institutions (HEIs) in partnership with associated health care providers (AHCs) facilitate undergraduate Nursing (Intellectual Disability) degree programmes. Practice placements are a core element of these programmes whereby students complete several hours in these learning environments as part fulfilment of their degree requirements. Because people with intellectual disability who traditionally accessed services in congregated settings, are now increasingly accessing mainstream services, new placement types are emerging. This study aimed to describe practice placements, areas of the registered nurse in intellectual disability (RNID) specialist support and other learning opportunities accessed by undergraduate students on Bachelor of Science Nursing (Intellectual Disability) programmes across eight HEIs in Ireland.

**Methods:** A survey design involving a Placement Opportunities Tool (POT) developed through expert group meetings and consensus was utilised. Following ethical approval, Qualtrics XM software was enlisted to distribute the online survey to eight HEIs in Ireland. Excel and SPSS were engaged to undertake descriptive statistical analysis.

**Findings:** A total of five fully complete and one partially complete POT were included in the data analysis. Findings demonstrate that majority of placements are accessed in traditional Intellectual Disability services with students having less access to placements either in mainstream services or with RNID specialists.

**Conclusions:** This study details placement accessed by nursing students (Intellectual Disability) and associated areas of RNID specialist support. There is an urgent need to develop undergraduate student placements which reflect the contemporary lives of people with an intellectual disability. HEIs, AHCs, nursing regulators, support persons and people with intellectual disabilities need to collaborate to develop practice placements enabling students to access learning experiences embedded in the realities of people living with intellectual disability who are integrating into their communities.

### 1.2.21 ALVAREZ-AGUADO IZASKU, ET AL.

Quality of life in adults with intellectual disabilities and mental health problems

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(1), MARCH 2023, 53-61p.**

**Background:** The number of people with intellectual disabilities and associated mental illness has increased considerably in recent years. This population presents greater obstacles than their peers without mental health problems in accessing education, leisure, and health services. This, conditions their quality of life (QoL) and makes them one of the most vulnerable groups in society.

**Methods:** This study seeks to know the level of QoL of 181 people with intellectual disabilities and mental health problems between the ages of 35 and 75, based on the perceptions of the professionals who work with them in different disability care services in Chile. The data were collected with the FUMAT scale.

**Findings:** The dimensions of self-determination and personal development obtained the lowest scores. In addition, living in rural settings, receiving regular support, or being a man

was associated with a better QoL.

**Conclusions:** It would be desirable to increase the frequency with which certain supports aimed at the population with intellectual disabilities and mental health problems are provided. Likewise, the exercise of informed and meaningful choices must be encouraged.

### 1.2.22 STEFÁNSDÓTTIR, SARA, ET AL.

Weapons and tactics: A story of parents with learning disabilities maintaining family integrity  
**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(1), MARCH 2023, 62-69p**

**Background:** Many parents with learning disabilities find themselves locked in a struggle with child protection authorities to retain custody of their children. This struggle is one against deeply entrenched prejudices as well as social arrangements that often deprive parents of needed resources. This in-depth case study explores the contours of such a struggle, and the 'tools' deployed by one couple to keep child protection at bay. The goal is first to give the parents a platform to tell their stories. The second is to help inform the knowledge base of parents, advocates and allied professionals. The third is to consider the impacts the developing disability rights environment is having upon these ongoing struggles.

**Method:** This is a qualitative case study based on interview and document analysis and long-term involvement with a couple with learning disabilities. The material was coded according to the principles of grounded theory.

**Findings:** Three key categories were identified. The first is 'Lessons learned', referring to the knowledge and experience that the parents collected over a lifetime. The second is 'Allies: The family', highlighting the importance of a strong family network. The third is 'Secret weapons', a phrase used by the parents to denote a collection of advocates and professional supporters they strategically surrounded themselves with when needed.

**Conclusion:** This story illustrates the parents' tactical skill and resourcefulness to retain custody of their children. We also document the addition of new tools the parents are able to make use of such as domestic disability and human rights protections that are in turn supported by international conventions such as the United Nations Convention on the Rights of Persons with Disabilities. However, we also contend that families like theirs live in a state of fragility, and disruptions to their support can result in further child protection interventions.

### 1.2.23 JANSSENS ASTRID, ET AL.

Parenting roles for young people with attention-deficit/hyperactivity disorder transitioning to adult services

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 136-144p**

**Aim:** To inform transitions from child to adult health services, we explored the work and roles parents take in the care of young people with attention-deficit/hyperactivity disorder (ADHD) aged 14 to 25 years old.

**Method:** Using framework thematic analysis, we analysed data collected from 28 semi-structured interviews with parents of young people with ADHD to generate a typology and triangulated it against findings from 64 interviews with young people with ADHD. The interviews were carried out as part of a three-strand, interactive mixed-method study.

**Results:** An entourage typology of three parent roles was identified. Parents moved between 'manager' and 'roadie' roles as their child gradually matured. A 'superfan' role was identified which supported young people's positive self-image but may impede withdrawal

from the 'manager' role. Continued parental involvement into adulthood reflected a need to maintain the balance of resources required to maintain quality of life for the whole family.

Interpretation

This is the first study to explore parental roles in the health care of young people with ADHD. Parents will vary in their capacity to fulfil the identified roles and step back their care as their children reach adulthood. The findings can inform intervention development to support families and transition between services.

#### **1.2.24 OUDSHOORN C. E. M.**

Measuring working alliance and technical alliance from the perspective of healthcare professionals working with people with mild intellectual disabilities: adaptation, factor structure and reliability

**JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, VOL.67(1), 2023, 49-63p.**

##### **Background**

The establishment of a valuable and meaningful working alliance between people with mild intellectual disabilities (IDs) and healthcare professionals is critically important for improving both the quality of life and impact of therapy for people with mild IDs. Measuring the working alliance as a treatment or support component is therefore of utmost relevance. In light of the increased use of eHealth tools, it is also essential to measure the alliance using these tools, which is referred to as technical alliance. There was a lack of validation of these two measurements for healthcare professionals working with people with mild IDs, which this study sought to address.

**Method:** Both the validated Working Alliance Inventory – Short Form – MID (WAI-SF-MID) and Technical Alliance Inventory – Short Form – MID (TAI-SF-MID) for general patient populations were adapted for healthcare professionals working with people with mild IDs. A two-step approach was conducted to systematically adapt both measurements with an expert group of healthcare professionals. Confirmatory factor analysis was conducted to test a three-factor structure for both the WAI-SF-MID (N = 199) and the TAI-SF-MID (N = 139), and internal consistency was determined for both scales.

**Results:** An acceptable-to-good model fit was found for both the WAI-SF-MID and the TAI-SF-MID; confirmatory factor analysis confirmed a three-factor model for both measurements. Cronbach's alpha and McDonald's omega were excellent for both total scales ( $\geq 0.90$ ) and acceptable to good for sub-scales of both versions.

#### **1.2.25 LUCKASSON R., ET AL.**

The intellectual and developmental disability shared citizenship paradigm: its cross-cultural status, implementation and confirmation

**JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, VOL.67(1), 2023, 64-76p.**

**Background:** Dramatic changes in societal approaches to people with intellectual and developmental disabilities (IDD), and the services and supports they receive are reflected in a new paradigm that we name the shared citizenship paradigm. The shared citizenship paradigm (1) incorporates an updated and contemporary set of values and beliefs about people with IDD and their right to participate fully in all aspects of life and society; (2) is characterised by a holistic approach to IDD, a contextual model of human functioning, disability rights principles and person-centred implementation strategies; (3) incorporates the

exponential growth in knowledge about the causes and characteristics of IDD and factors influencing the elimination of barriers to positive outcomes for people with IDD; and (4) is reflected in international covenants, such as the United Nations Convention on the Rights of People with Disabilities (UNCRPD), and in international policy goals and associated personal outcome domains.

**Method:** We conducted a preliminary survey on the cross-cultural status of the shared citizenship paradigm with a small purposefully sampled international group of professionals known to have extensive knowledge, experience, and publications regarding their country's current IDD-related policies and practices.

**Results:** One or more paradigm components were evident to a moderate degree in the respondents' countries, and the paradigm is being used to provide individualised services and supports, to guide organisation transformation and systems change, and, to a lesser degree, to frame evidence-based inquiry.

**Conclusions:** Core components of the shared citizenship paradigm are present internationally. To further enhance implementation and confirmation of the paradigm, we propose implementation strategies and confirmation techniques.

#### 1.2.26 BERTAPELLI F., ET AL.

Association of muscular strength with total and central adiposity in adolescents with intellectual disability

**JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, VOL.67(1), 2023, 89-99p.**

**Background:** It has been established that for youth without disabilities, muscular strength (MS) is negatively associated with total and central adiposity. However, this relationship has not been clearly established for youth with intellectual disability (ID). The purpose of this study was to examine the association of MS with total and central adiposity in adolescents with ID.

**Method:** Participants were 59 adolescents (40 males and 19 females: age  $16.29 \pm 1.66$  years) with ID. Total and central adiposity were evaluated with dual-energy x-ray absorptiometry (DXA), body mass index (BMI), BMI z-score, waist circumference (WC), and conicity index (C-index). MS was evaluated with the score on the Bruininks–Oseretsky Test of Motor Proficiency (range, 0 to 42, with higher scores indicating better performance). Sex-specific maturity offset equations were used to evaluate somatic maturity. Spearman's correlation coefficients and sequential multiple regression were used to examine associations between MS and adiposity.

**Results:** Muscular strength score was negatively associated with BMI ( $sr = -0.32$ ;  $P < 0.05$ ), percent body fat (%BF; total, trunk, android and gynoid regions) ( $sr = -0.51$  to  $-0.58$ ;  $P < 0.01$ ), and android-to-gynoid fat ratio ( $sr = -0.29$ ;  $P < 0.05$ ). After control for somatic maturity and sex, regression analysis indicated that MS score explained 10%–17% of the variance in BMI, BMI z-score, %BF (total, trunk, android and gynoid regions), WC, C-index and android-to-gynoid fat ratio.

**Conclusions:** These findings suggest that MS is associated with DXA- and anthropometric-determined total and central adiposity among adolescents with ID.

#### 1.2.27 IMAI YUTO, ET AL.

A Hybrid Intervention Combining Group-Based Physical Activity and an Individual Goal-Oriented Approach for Children with Developmental Disabilities: A Pre-Post Intervention

Study

**INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(1), JANUARY 2023, 1-17p.**

This study aimed to examine the outcomes and feasibility of a hybrid group-based intervention combining physical activity and an individual goal-oriented approach for children with developmental disabilities. We employed a single-arm pre-test/post-test repeated-measures design. Outcome measures were based on participants' achievement of individual goals in daily activities, as well as physical and psychosocial functioning. We also report qualitative data from one example case. The intervention consisted of eight sessions, each incorporating a goal-oriented approach and including group-based physical activities, practice with daily activities, and team meetings. Participants were seven children (all boys; age: 7y 10mo  $\pm$  1y 6mo) diagnosed with autism spectrum disorders, attention-deficit/hyperactivity disorder, developmental coordination disorder, or a combination thereof. Significant improvements were observed in participants' achievement of individual goals and their physical functioning. No significant changes in psychosocial functioning were noted. The example case showed the changes related to everyday life. No participants dropped out, and no complaints or severe accidents or injuries were recorded. All participants expressed hopes of continuing to participate in this program. This approach has high feasibility and could help to amplify the effects of physical activity interventions.

**1.2.28 LUNSKY YONA, ET AL.**

The Development and Pilot Evaluation of ECHO Mental Health for Adults with Intellectual and Developmental Disabilities

**JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.16(1), 2023, 1-22p.**

**Introduction:** Health and social service providers have limited expertise with regard to assessing and treating psychiatric disorders in adults with intellectual and developmental disabilities. The aim of this study was to describe the development and pilot evaluation of a virtual capacity-building program (Project ECHO) focused on supporting the mental health of adults with these disabilities in Ontario, Canada.

**Method:** The pilot program consisted of 12 weekly 1.5 hour sessions hosted through a video-conferencing platform, with a combined focus of didactic teaching and case-based learning, led by an interprofessional team of subject matter experts. The program evaluation was informed by Moore's evaluation framework for continuing medical education. Ongoing attendance tracking, weekly surveys, and pre-post questionnaires were used to evaluate participation, satisfaction, learning and self-efficacy, and practice change.

**Results:** The program included 62 participants from across Ontario, Canada, from both the health and social service sectors. Seventy-three percent of participants attended six or more sessions, with high participant satisfaction ratings seen with the program. A statistically significant improvement in self-efficacy mean scores of 14.7% was observed pre-post. Seventy-four percent of respondents indicated that they had changed their practice because of participating in this ECHO.

**Conclusion:** Good participant retention, satisfaction, and increased confidence suggests this cross-sector virtual medical education program may have value for health and social service providers as they support the mental health of adults with intellectual and developmental disabilities.

**1.2.29 MAUREEN B. WISSING, ET AL.**

The Prevalence and Diagnosis of Depression in People with Mild or Borderline Intellectual Disability: Multiple Instrument Testing Tells Us More

**JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.16(1), 2023, 54-66p.**

**Introduction:** Estimates of the prevalence of depression in people with intellectual disability range from almost nonexistent to 39%. We analyzed the outcomes of three screening instruments to find out more about the prevalence in people with mild or borderline disability.

**Methods:** 102 Dutch individuals residing in institutions or living independently took part. The Beck Depression Inventory, the Glasgow Depression Scale and the Signaalijst Depressie voor Zwakzinnigen were used.

**Results:** Using the standard cutoff values, the numbers of people identified as depressed by the tests were 31%, 44%, and 22%, respectively. These were high numbers, and they did not refer to the same cases. When scoring above cutoff on all three tests simultaneously was the criterion, 13.7% of the participants were identified as depressed.

**Conclusion:** The combined use of several measuring instruments taught us that depression in people with intellectual disabilities might occur more frequently than often assumed: 13.7% might be the lower limit of its actual prevalence. People in this group still run the risk of being underdiagnosed.

### **1.3 Special Education**

#### **1.3.30 LUKINS JORDAN M.**

Novice Teachers' Implementation of Evidence-Based Practices in Autism Education: Examining the Roles of Preparation and Perception

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(1), MARCH 2023, 5-16p.**

Despite the contemporary emphasis on evidence-based practices (EBPs) in autism education, the research-to-practice gap persists. Understanding how newly trained teachers' experiences, knowledge, and beliefs about EBPs influence their instructional decisions is vital to increasing EBP implementation among the next generation of special educators. In this study using a mixed-methods approach, 137 novice special educators in two southeastern U.S. states reported their knowledge, perceptions of social validity, and frequency of use of 12 EBPs for students on the autism spectrum. Follow-up qualitative interviews were conducted with a purposive subsample. Positive behavior supports and visual schedules emerged as the most socially valid and implemented practices. The use of EBPs was primarily driven by teachers' knowledge of the practice and perceptions of its social validity, with teacher preparation experiences shaping both. The results have implications for improving preservice preparation and future implementation of EBPs by attending to teachers' procedural understanding and subjective buy-in.

#### **1.3.31 STAHMER, AUBYN, ET AL.**

A Waitlist Randomized Implementation Trial of Classroom Pivotal Response Teaching for Students With Autism

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(1), MARCH 2023, 32-44p.**

Classroom Pivotal Response Teaching (CPRT) is a community-partnered adaptation of a naturalistic developmental behavioral intervention identified as an evidence-based practice for autistic children. The current study evaluated student outcomes in a randomized, wait-list controlled implementation trial across classrooms. Participants included teachers ( $n = 126$ ) and students with autism ( $n = 308$ ). Teachers participated in 12 hours of didactic, interactive training and additional in-classroom coaching. Generalized Estimating Equations accounted for clustering. Adjusted models evaluated the relative effects of training group, CPRT fidelity, and classroom quality on student outcomes. Results indicate higher CPRT fidelity was associated with greater increases in student learning. Having received CPRT training predicted increased student engagement and greater decreases in reported approach/withdrawal problems. These differences may be linked to the theoretical foundations of CPRT of increasing student motivation and engagement and collaborative adaptation to increase feasibility in schools. Overall, results suggest CPRT may be a beneficial approach for supporting autistic students.

#### **1.3.32 BEWLEY KRISTINA, ET AL.**

Using Computer-Assisted Instruction to Decrease Transition Times for Students With Autism Spectrum Disorder

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(1), MARCH 2023, 45-55p.**

Students with autism spectrum disorder (ASD) may have a difficult time transitioning

frequently throughout a school day, and problem behavior can be more apparent during this time. Valuable academic time can be preserved by decreasing the time it takes to transition between tasks. Hine et al. (2015) found that computer-assisted instruction (CAI)-based intervention was successful in decreasing classroom transition times for students in general education. The purpose of this study was to evaluate the effects of a similar CAI intervention to decrease the latency to on-task behavior during transitions in students with ASD. Two different transitions were evaluated with three student participants with ASD. Results indicated the CAI intervention decreased latency to on-task behavior for all three participants for both transitions without the need for a reinforcement component. High implementation fidelity and social validity scores demonstrated acceptance of the intervention by both the teachers and the student participants.

### **1.3.33 DEENIHAN DEANNA, ET AL.**

Evaluating the Prevent-Teach-Reinforce Model for High School Students With Autism Spectrum Disorder

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(1), MARCH 2023, 55-68p.**

This study evaluated the use of the Prevent-Teach-Reinforce (PTR) model as an intensive individualized behavior intervention. Three educators and three high school students with autism spectrum disorder participated in the study. A concurrent multiple baseline design across participants was used to demonstrate the outcomes. The results indicated that the educators implemented the PTR intervention plans with high levels of fidelity, and their implementation of the intervention plans led to decreases in problem behavior and increases in replacement behavior across all three participating students with autism spectrum disorder. The educators demonstrated using the Individualized Behavior Rating Scale Tool effectively as designed to monitor student progress, and the educators and students found the PTR intervention to be acceptable and satisfactory. All three educators expressed interest in continuing to implement the PTR intervention after the completion of the study. Implications and areas for future research are discussed.

### **1.3.34 NAH YONG-HWEE & SHU-TING NG, SARAH**

The Influence of Daily Living Skill Profiles in Preschoolers With Autism Spectrum Disorder on Early Intervention Teachers' Perceptions of Their Educational Placement

**JOURNAL OF EARLY INTERVENTION, VOL. 45(1), MARCH 2023, 3-18p.**

Research on early intervention (EI) teachers' perceptions toward the educational placement of children with Autism Spectrum Disorder (ASD) has been limited. This study examined the influence of daily living skills (DLS) profiles on EI teachers' perception of educational placement in preschool students with ASD using vignettes featuring students with varying DLS profiles but with average academic abilities and motor skills. It also examined the influence of a child's age on teachers' perceptions and the teacher-related factors influencing these perceptions. Sample consisted of 118 participants (mean age = 31.9 years, SD = 8.48) randomly assigned to one of three conditions, where they were told that the students in the vignettes needed (1) full assistance, or (2) partial assistance, or (3) no assistance in DLS. They then rated whether the students would be suitable for entry into a mainstream primary school. Results indicated that teachers perceived children needing full or partial assistance in DLS to be less suitable for mainstream education. The child's age also influenced the teachers' perceptions. No association between teacher-related factors and teachers'



perception was found. Importance of DLS in EI was implied.

### **1.3.35 TODT MOLLIE J., ET AL.**

Teaching and Promoting Generalization of Peer Imitation With Preschoolers With Disabilities

**JOURNAL OF EARLY INTERVENTION, VOL. 45(1), MARCH 2023, 63-82p.**

Researchers have identified effective instructional strategies for teaching peer imitation, including embedded classroom-based interventions. However, there is a dearth of strategies that have been effective for teaching generalization of imitation skills to novel contexts. Building on previous research, we examined the use of progressive time delay to increase peer imitation in the context of a play activity for four preschoolers with disabilities. We conducted preference and reinforcer assessments to identify effective reinforcers for each child prior to intervention. We conducted a multiple baseline across participants design meeting contemporary single case standards and used visual analysis to identify a functional relation: the intervention package was associated with an increase in the participants' peer imitation in training contexts. The intervention also led to levels of peer imitation comparable to those of typically developing peers, as measured by a normative peer sample, and generalization to novel contexts.

### **1.3.36 SHAPIRO, ANNA**

Over Diagnosed or Over Looked? The Effect of Age at Time of School Entry on Students Receiving Special Education Services

**EXCEPTIONAL CHILDREN, VOL. 89(2), JANUARY 2023, 161-177p.**

There is growing evidence that school starting age impacts children's likelihood of receiving special education services, but less is known about variations in this effect. Using a regression discontinuity design, I found that the youngest students in a kindergarten cohort are 40% more likely ( $p < .001$ ) to be placed in special education than are the oldest students, and that this effect persists through eighth grade. I found little evidence of heterogeneity by gender, race, or socioeconomic status, but some suggestive evidence that the effect is particularly great for White boys in early grades and for Black girls in the later elementary grades. I also found exploratory evidence that this effect is largest in schools with kindergarten cohorts that vary widely in age. These findings add new evidence to support policies to reduce age-induced bias in early special education placements, particularly those that address variation in this effect across students and schools.

### **1.3.37 ACKAH-JNR FRANCIS R. & FLUCKIGER BEVERLEY**

Leading Inclusive Early Childhood Education: The Architecture of Resources Necessary to Support Implementation and Change Practice

**INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(1), JANUARY 2023, 56-76p.**

In an era of increasing demand for accessible, quality, and equitable education for all children and increased responsibilities for teachers and educators, inclusive education must be resourced adequately. This article reports on the qualitative findings from a multiple case study of support resources perceived to enhance teachers' efficacy in leading inclusive practice in early childhood settings in Ghana. Teachers, headteachers and education officials, with wide-ranging teaching or supervision experience, were chosen purposefully as

participants for this study. Study findings from thematic data analysis revealed that multi-faceted support resources are essential for leading inclusive education and change practice effectively. More importantly, it was evident that the usefulness of support resources was based on teacher judgements, perceptions, and value-addition; system leadership; and understanding of the vision and values related to the education of all children. While some early childhood settings were seemingly well resourced and supported, others were in need of such resources. Most participants, therefore, shared the view that to realise quality and inclusive education for all young children, early childhood settings need to be well-resourced and receive ongoing support. Implications of the findings are discussed in the light of change implementation.

### **1.3.38 WALKER, DALE, ET AL.**

Advances in the Technical Adequacy of the Early Problem-Solving Indicator Progress Monitoring Measure for Infants and Toddlers

**TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(4), FEBRUARY 2023, 289-301p.**

Engaging, focusing, and persisting in the completion of tasks are among the skills needed for school success. Tracking whether a child is learning cognitive problem-solving skills is essential in knowing if they are acquiring skills important for development and school readiness; and if not, how they are responding to early intervention. Use of the Early Problem-Solving Indicator (EPSI) was documented by data for 2,614 children (6–42 months of age) collected by the early childhood staff from 45 programs. Results indicated that the EPSI was (a) scalable across programs, assessors, and assessment occasions, (b) reliable, (c) sensitive to growth over months of age, (d) comprised a dynamic continuum of skills within and across skills over time, and (e) moderated by children’s disability status but not gender or home language. Implications for research and practice are discussed.

### **1.3.39 MATHEWS HANNAH MORRIS**

Developing a Theory of Program Vision as Professional Socialization in Special Education Teacher Preparation

**TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(1), FEBRUARY 2023, 5-25p.**

In general education, researchers find candidates’ pre-service experiences are a tool for socialization into the knowledge, norms, and values of the profession. An important aspect of this process is program vision—the collective understanding of teaching put forth by a preparation program. Yet, few investigations in special education examine program vision. Using interviews with candidates across six teacher preparation programs, the author generates theory to understand the role of vision in special education teacher candidates’ professional socialization and how experiences of program vision are associated with their conceptions of their future roles and responsibilities. Candidates’ conception of special educators’ roles reflected three characterizations consistent within, but distinct across programs: Direct Instructor, Supportive Differentiator, and General Responder. Each profile was associated with unique roles and responsibilities for special educators. Findings draw attention to the importance of examining vision as a tool for professional socialization in special education teacher preparation.

### **1.3.40 RUPPAR, ANDREA, ET AL.**

A Framework for Preparing to Teach Students With Extensive Support Needs in the 21st Century

**TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(1), FEBRUARY 2023, 26-43p.**

Special education teachers for students with extensive support needs often and unwittingly make misinformed decisions. These decisions are situated within systems, which fail to support expertise development in teaching this population, resulting in decisions influenced by media, commercially available curricula, and outdated assumptions about possible student outcomes. We propose a framework for making and evaluating decisions about teaching students with extensive support needs to support teacher education in this area. Based on 45 years of research and theory, we propose that teacher educators should prepare teachers to (a) know what to teach; (b) know how to teach; and (c) identify who teaches students with extensive support needs. We further suggest that teacher education and teacher decision-making for students with extensive support needs should be evaluated based on the following basic questions: (a) Is it inclusive? (b) Is it dignifying? (c) Is it student centered? and (d) Is it evidence-based? A rationale and recommendations for practice are provided.

### **1.3.41 INTEPE-TINGIR, SEYMA & WHALON, KEELY**

Teaching Emotion Vocabulary to Children With Autism Spectrum Disorder

**THE JOURNAL OF SPECIAL EDUCATION, VOL. 56(4), FEBRUARY 2023, 193-207p.**

Research suggests that reading for understanding, especially narrative text, is difficult for children with autism spectrum disorder (ASD); yet research on how to effectively teach skills associated with reading comprehension is limited and has generally deemphasized vocabulary interventions. This single case research design study (i.e., a multiple probe across behaviors design) examined the effectiveness of teaching emotion vocabulary words to children with ASD ages 6 to 7 years. Vocabulary knowledge was taught explicitly during the repeated reading of storybooks illustrating the target emotion words. Results showed all participants increased their ability to label and define the target emotion words. Moreover, the classroom teacher indicated the intervention improved participant understanding of emotion words. Implications and future research are discussed.

### **1.3.42 MATUTE-CHAVARRIA, MONIQUE, ET AL.**

Using Technology to Coach Culturally and Linguistically Diverse Families in the Behavior Intervention Plan Process: Embedding Funds of Knowledge

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(1), MARCH 2023, 6-14p.**

The COVID-19 pandemic made the use of technology across K-12 schools mandatory and ubiquitous. This sudden shift in teaching and learning highlighted educational disparities and created service disruptions for culturally and linguistically diverse (CLD) students with disabilities. One disruption, in particular, is the provision of behavioral interventions for CLD students with emotional and behavioral needs while learning at home. Unfortunately, families are often not equipped with the skills and knowledge to implement these interventions, and CLD families need coaching that is responsive to their cultural and linguistic needs. Therefore, in this article, we describe a process that includes (a) funds of knowledge as a framework to challenge teacher perceptions of CLD families by highlighting their cultural

and cognitive resources, (b) family coaching using funds of knowledge framework and online tools, (c) key components prior to behavior intervention plan (BIP) development, and (d) a step-by-step description of how the BIP can be developed and implemented at home with CLD families using this coaching model.

#### **1.3.43 GRIGGS, NICOLE & ROXANNE MOORE**

Removing Systemic Barriers for Learners with Diverse Identities: Antiracism, Universal Design for Learning, and Edpuzzle

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(1), MARCH 2023, 15-22p.**

Learners confront many different types of barriers in their learning environment depending on their diverse identities. This paper considers the barriers experienced by Black and Brown learners and learners with disabilities. Universal Design for Learning (UDL) is a framework created to remove barriers during the planning stage of curriculum design. By applying antiracism as a complement to UDL, we outline how to use Edpuzzle, a video lesson technology, to create accessible lessons for either Black and Brown learners, learners with disabilities, or both.

#### **1.3.44 CARLISLE, LINDSAY M., ET AL.**

Intersectionality in Inclusive Science Classrooms: Enhancing Student Performance via Multimedia Teacher Professional Development

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(1), MARCH 2023, 23-36p.**

Student achievement disparities in inclusive science classrooms are concerning, as knowledge about science, technology, engineering, and mathematics (STEM) is increasingly important for upward mobility. When students identify with multiple marginalized sociocultural groups, progress becomes more troubling, as the interplay among these factors is rarely accounted for in quantitative intervention research. The purpose of the present study, therefore, was to evaluate performance on measures of science vocabulary and general science knowledge among students with intersectional identities (i.e., students with disabilities from marginalized racial/ethnic groups,  $n = 33$ ; and students with disabilities from low SES households,  $n = 167$ ) following teacher participation in a multimedia professional development (PD) process. Using a series of multilevel models, results suggest students who learned from teachers who participated in the multimedia professional development process experienced greater gains than peers with the same intersectional identities in comparison classrooms across all measures. Implications and future directions are discussed.

#### **1.3.45 RICE MARY F. & SMITH, EMILY**

Special Education Teachers' Entangled Agencies, Intersectional Identities, and Commitments to Equity and Inclusion

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(1), MARCH 2023, 37-49p.**

Special education technology and its use has largely focused on student concerns with accessing instruction. Where teachers have received attention, it has focused on classroom practices and their understanding of how to use technologies to support students. While some conversations have recently turned to the importance of student identities regarding

technologies in special education, the identities of special education teachers in relation to technology use has received less attention. This study takes a narrative inquiry approach to describe a special education teacher who claimed multiple intersecting cultural/ethnic identities and a disability status. The findings from this 2-year engagement highlight how the teacher grappled with using technologies, not just for student learning, but for broader commitments to justice in special education contexts. Implications of this study elaborate on the need to plan special education teacher preparation and support for technologies that honors commitments to equity.

#### **1.3.46 ENDERS OLIVIA G. & KOSTEWICZ, DOUGLAS**

Secondary Teachers' Remote Instructional Practices in Mathematics for Students With Disabilities

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(1), MARCH 2023, 50-60p.**

Increasing numbers of students with disabilities (SWD) receive remote or online instruction in secondary mathematics. Unprecedented shifts in teaching modalities during the COVID-19 pandemic highlighted the need for effective remote instruction. The present study surveyed 31 general and special education teachers to identify features of remote instruction in secondary mathematics for SWD and understand the changes between Spring and Fall of 2020. Teachers reported increases in the variety of presentation and practice methods and the use of synchronous methods of feedback. Assessment and methods of providing feedback on assessments remained stable over time. Shifts represented alignment with existing frameworks for best practices in online learning and provided opportunities for the incorporation of evidence-based practices (EBPs) into secondary mathematics instruction. Barriers, such as progress monitoring and providing intensive instruction, remain prevalent and critical areas for continued investigation.

#### **1.3.47 KEARNEY, KEELY B & PISORIO, KALYNN**

Creating Electronic-Literacy Based Behavioral Interventions

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(1), MARCH 2023, 86-92p.**

Literacy based behavioral interventions (LBBIs) have been used to teach numerous skills, such as requesting an accommodation, engaging in self-regulation, and remaining on-task, to children and adolescents. Electronic-LBBIs (E-LBBIs) have recently emerged in the literature as an effective strategy, using preferred forms of media (tablet or laptop), to teach students in the classroom new skills. Here we discuss how LBBIs work, what E-LBBIs are, and how teachers can use E-LBBIs in their classroom. Vignettes are provided to demonstrate applications to the reader.



## NIEPID Indian Test of Intelligence

## 1.4 Medical Sciences

### 1.4.48 BOSCH, MARION & ARNTZ ARNOUD

Imagery Rescripting for Patients With Posttraumatic Stress Disorder: A Qualitative Study of Patients' and Therapists' Perspectives About the Elements of Change

**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 18-34p.**

Imagery rescripting (IR) has been proven effective in several studies applied to different disorders. It is unclear, however, what the elements of change are according to patients and therapists and whether they agree on this. In this study, we examined the perspectives of patients and therapists and their degree of agreement regarding the elements of change in IR for posttraumatic stress disorder due to childhood trauma. Patients who showed a substantial decrease in symptoms on the Posttraumatic Stress Disorder Checklist for DSM-5 (PCL-5) after a maximum of 12 sessions of IR, as well as their therapists, were approached. Ten patients and nine therapists provided in-depth interviews about the elements of change in the treatment they had received or conducted. A qualitative analysis of the results was used. One element of change was mentioned by all but one interviewee—namely, caring for the child by the therapist when the therapist rescripts the traumatic event. All except two interviewees mentioned that when the therapist rescripts, speaking up to the perpetrator was important. Both aspects were also important when patients did the rescripting themselves. All patients mentioned the positive connection they had with the therapist and the encouragement they received from him or her was important. There was only moderate agreement between patient and therapist regarding the most important element of change, although overall both patients and therapists believed the same elements were of importance. To our knowledge this is the first study in which the elements of change viewed by patients and therapists are investigated in relationship to one another. Despite the fact that this study does not provide definite answers of what works, the perspective of patients and therapists needs to be taken into account when IR for posttraumatic stress disorder is further developed.

### 1.4.49 DENG WEIYANG, ET AL.

Correlation between performance and quantity/variability of leg exploration in a contingency learning task during infancy

**INFANT BEHAVIOR AND DEVELOPMENT, VOL. 70, FEBRUARY 2023, 1-10p.**

Quantity and quality of motor exploration are proposed to be fundamental for infant motor development. However, it is still not clear what types of motor exploration contribute to learning. To determine whether changes in quantity of leg movement and/or variability of leg acceleration are related to performance in a contingency learning task, twenty 6–8-month-old infants with typical development participated in a contingency learning task. During this task, a robot provided reinforcement when the infant's right leg peak acceleration was above an individualized threshold. The correlation coefficient between the infant's performance and the change in quantity of right leg movement, linear variability, and nonlinear variability of right leg movement acceleration from baseline were calculated. Simple linear regression and multiple linear regression were calculated to explain the contribution of each variable to the performance individually and collectively. We found significant correlation between the performance and the change in quantity of right leg movement ( $r = 0.86$ ,  $p < 0.001$ ), linear variability ( $r = 0.71$ ,  $p < 0.001$ ), and nonlinear variability ( $r = 0.62$ ,  $p = 0.004$ ) of right leg movement acceleration, respectively. However, multiple linear regression showed that only quantity and linear variability of leg movements were significant predicting factors for the

performance ratio ( $p < 0.001$ , adjusted  $R^2 = 0.94$ ). These results indicated that the quantity of exploration and variable exploratory strategies could be critical for the motor learning process during infancy.

#### **1.4.50 GREER BRIAN D., ET AL.**

Further evaluation of treatment duration on the resurgence of destructive behavior

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(1), WINTER 2023, 166-180p.**

Translation of promising procedures for mitigating treatment relapse has received considerable attention recently from researchers across the basic–applied continuum. One procedure that has demonstrated mixed support involves increasing the duration of treatment as a strategy for blunting resurgence. In a recent translational study, Greer et al. (2020) failed to detect a mitigation effect of increased treatment duration on the resurgence of destructive behavior. However, design limitations may have been responsible. The present study corrected these limitations by (a) employing a sequential design to decrease the possibility of multiple-treatment interference, (b) evaluating more treatment durations, (c) arranging treatments of fixed durations, and (d) conducting treatments of more extreme duration in a different clinical sample. Despite these improvements in experimental rigor and the testing of more extreme boundary conditions, the present study also failed to detect a mitigation effect of increased treatment duration. Likely explanations are discussed.

#### **1.4.51 MELGAREJO MELINA, ET AL.**

Exploring Organizational Differences in Perceptions of Implementation Climate and Leadership in Schools: A Mixed Methods Study of Autism EBP Implementation

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(1), MARCH 2023, 17-31p.**

Public programs have been charged with implementation of evidence-based practices (EBPs) to improve outcomes for children with autism. However, research indicates that scale-up of EBPs poses challenges. This study identifies perceived variables linked to effective statewide scale-up of EBPs in special education by exploring implementation climate and leadership across special education organization types (e.g., schools, districts, and regional consortiums). A simultaneous QUAL + QUAN mixed methods design was employed with the primary function of convergence and triangulation. Data were drawn from focus groups with 30 special educators and a statewide survey completed by 656 school personnel in one U.S. state. In general, perceptions of implementation climate and leadership are weak in special education organizations, with strengths at regional levels focused on special education and increased challenges at the school and district levels. Implications for practice and future research are identified.

#### **1.4.52 BLACHER, JAN & EISENHOWER**

Preschool and Child-Care Expulsion: Is it Elevated for Autistic Children?

**EXCEPTIONAL CHILDREN, VOL. 89(2), JANUARY 2023, 178-196p.**

Viewed through a social justice lens, preschool expulsion is an educational equity issue. This study focused on prior expulsion from preschool and child-care in a longitudinal study of 203 autistic children, ages 4 to 7. By parent report, 16%—one out of six autistic children—had been expelled from a preschool or child-care setting prior to elementary school; average age



when expelled was 3.3 years. Expulsion history and reasons for expulsion were determined from parent report. Previously-expelled children went on to experience more conflict and dependency in their current student-teacher relationships. They also experienced greater teacher-reported externalizing symptoms than non-expelled children; these constituted the only child characteristics that distinguished expelled and non-expelled children. Children were more likely to be expelled from private versus public programs, suggesting a particular need for policies and practices supporting inclusion in private settings. Future work that examines contextual factors exacerbating expulsion risk is warranted.

#### **1.4.53 SCHEFFER INGRID E., ET AL.**

Exome sequencing for patients with developmental and epileptic encephalopathies in clinical practice

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 50-57p.**

**Aim:** To assess the clinical utility of exome sequencing for patients with developmental and epileptic encephalopathies (DEEs).

**Method:** Over 2 years, patients with DEEs were recruited for singleton exome sequencing. Parental segregation was performed where indicated.

**Results:** Of the 103 patients recruited (54 males, 49 females; aged 2 weeks–17 years), the genetic aetiology was identified in 36 out of 103 (35%) with management implications in 13 out of 36. Exome sequencing revealed pathogenic or likely pathogenic variants in 30 out of 103 (29%) patients, variants of unknown significance in 39 out of 103 (38%), and 34 out of 103 (33%) were negative on exome analysis. After the description of new genetic diseases, a molecular diagnosis was subsequently made for six patients or through newly available high-density chromosomal microarray testing.

**Interpretation:** We demonstrate the utility of exome sequencing in routine clinical care of children with DEEs. We highlight that molecular diagnosis often leads to changes in management and informs accurate prognostic and reproductive counselling. Our findings reinforce the need for ongoing analysis of genomic data to identify the aetiology in patients in whom the cause is unknown. The implementation of genomic testing in the care of children with DEEs should become routine in clinical practice.

#### **1.4.54 BOUREL-PONCHEL, EMILIE, ET AL.**

The prognostic value of neonatal conventional-EEG monitoring in hypoxic-ischemic encephalopathy during therapeutic hypothermia

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 58-66p.**

**Aim:** To determine the prognostic value of conventional electroencephalography (EEG) monitoring in neonatal hypoxic–ischemic encephalopathy (HIE).

**Method:** In this multicentre retrospective study, 95 full-term neonates (mean of 39.3wks gestational age [SD 1.4], 36 [38%] females, 59 [62%] males) with HIE (2013–2016) undergoing therapeutic hypothermia were divided between favourable or adverse outcomes. Background EEG activity (French classification scale: 0–1–2–3–4–5) and epileptic seizure burden (epileptic seizure scale: 0–1–2) were graded for seven 6-hour periods. Conventional EEG monitoring was investigated by principal component analysis (PCA), with clustering methods to extract prognostic biomarkers of development at 2 years and infant death.

**Results:** Eighty-one per cent of infants with an adverse outcome had a French classification scale equal to or greater than 3 after H48 (100% at H6–12). The H6–12 epileptic seizure scale was equal to or greater than 1 for 39%, increased to 52% at H30–36 and then remained equal to or greater than 1 for 39% after H48. Forty-five per cent of infants with a favourable outcome had a H6–12 French classification scale equal to or greater than 3, which dropped to 5% after H48; 13% had a H6–12 epileptic seizure scale equal to or greater than 1 but no seizures after H48. Clustering methods based on PCA showed the high efficiency (96%) of conventional EEG monitoring for outcome prediction and allowed the definition of three prognostic EEG biomarkers: H6–78 French classification scale mean, H6–78 French classification scale slope, and H30–78 epileptic seizure scale mean.

**Interpretation:** Early lability and recovery of physiological features is prognostic of a favourable outcome. Seizure onset from the second day should also be considered to accurately predict neurodevelopment in HIE and support the importance of conventional EEG monitoring in HIE in infants cooled with therapeutic hypothermia.

#### 1.4.55 DANGOULOFF, TAMARA, ET AL.

Financial cost and quality of life of patients with spinal muscular atrophy identified by symptoms or newborn screening

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 67-77p.**

**Aim:** To compare the societal financial costs and quality of life (QoL) of untreated patients with spinal muscular atrophy (SMA) and treated patients identified because they presented symptoms or were identified by early testing (sibling or newborn screening).

**Method:** Data from two different sources were used: data collected prospectively in untreated patients from 2016 to 2018 and data collected during a prospective follow-up study from 2018 to 2021. Patients or their caregiver completed a questionnaire that included questions on direct medical and non-medical costs, indirect non-medical costs, and health-related QoL.

**Results:** Data (median; range) were available for 149 patients (93 untreated – 10 years; 2 years–59 years), 42 patients (6 years 3 months; 9 months–58 years) treated after presenting with symptoms, and 14 patients (1 year 7 months; 5 months–2 years) treated after early diagnosis. Total costs were lower in untreated patients due to the high cost of drugs used in treated patients. Costs were lower for treated patients who were identified by early testing than for treated patients identified because they presented with symptoms. In all groups, patients with two SMN2 copies had higher costs than those with more copies.

**Interpretation:** Early patient identification and treatment offer the opportunity to reduce the total societal costs of SMA where treatments are available for presymptomatic and postsymptomatic patients.

#### 1.4.56 SINDOU MARC, ET AL.

Excitability of the radiculo-medullary circuitry in spastic cerebral palsy: An intraoperative neurophysiological study in children undergoing selective dorsal rhizotomy

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 78-85p.**

**Aim:** To explore – through intraoperative neurophysiology mapping and recordings – the comparative distribution of the reflexive excitability of the L2 to S2 radiculo-metameric segments of the spinal cord in a series of children with bilateral spastic cerebral palsy (CP)

who underwent selective dorsal rhizotomy (SDR).

**Method:** Our series included 46 consecutive children (36 males, 10 females; aged 5–16 years, mean 8 years) who underwent SDR, using keyhole interlaminar dorsal rhizotomy. The procedure allowed access to all L2 to S2 roots independently, while preserving the posterior architecture of the lumbar spine. Dorsal roots were stimulated selectively to test reflexive excitability of the corresponding radiculo-metameric levels. Stimulation parameters were identical for all roots for optimal comparison between root levels, with an intensity just above threshold to avoid excessive diffusion. The responses in the main muscular groups in each lower limb were clinically observed and electromyograms recorded. Degrees of excitability were quantified according to Fasano's scale.

**Results:** The difference between root levels was highly significant. Median values of excitability were 1, 2, 3, 3, 3, and 3 for the L2, L3, L4, L5, S1, and S2 levels respectively. Lower root levels exhibited significantly more excitability.

**Interpretation:** In addition to insight into the spasticity of children with CP, the profile of segmental excitability can be useful in establishing surgical planning when programming SDR.

#### 1.4.57 LI JINLING, ET AL.

Adverse events after different forms of botulinum neurotoxin A injections in children with cerebral palsy: An 8-year retrospective study

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 86-93p.**

**Aim:** To compare the risks of adverse events 3 months after Onabotulinumtoxin-A and Lanbotulinumtoxin-A injections in children with cerebral palsy (CP) and to identify risk factors and associations.

**Method:** A total of 1037 children (682 males, 355 females; mean age 5 years 2 months [SD 3 years]; age range 2 years–17 years 10 months) with CP underwent 1013 Onabotulinumtoxin-A injections and 418 Lanbotulinumtoxin-A injections from 2012 to 2021. Information was recorded in a purpose-built database.

**Results:** The adverse event rates of Onabotulinumtoxin-A and Lanbotulinumtoxin-A were reported as 13.92% and 11.96% respectively. Most adverse events were mild and self-limiting. Children in Gross Motor Function Classification System (GMFCS) levels IV to V had a higher risk of adverse events than those in GMFCS levels I to III (odds ratio [OR] [95% confidence interval {CI}] = 3.65 [1.56, 5.40],  $p < 0.01$ ). The history of recent illness and higher dose increased the likelihood of adverse events (OR [95% CI] = 2.00 [1.55, 3.00] and 2.20 [1.53, 3.07] respectively,  $p < 0.01$ ). Sex, age, and the number of injections had no significant effect on adverse event rates ( $p > 0.05$ ). The incidence of upper respiratory tract infection and lower respiratory tract infection after injections was weakly correlated with the incidence before injections ( $r = 0.36$  and  $r = 0.27$  respectively,  $p < 0.01$ ).

**Interpretation:** Occurrence of adverse events was similar between Onabotulinumtoxin-A and Lanbotulinumtoxin-A in children with CP. Dose, GMFCS level, and health background were risk factors.

#### 1.4.58 UEDA KEISUKE, ET AL.

Dystonia in individuals with spastic cerebral palsy and isolated periventricular leukomalacia

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 94-99p.**

**Aim:** To determine the prevalence of dystonia in individuals with periventricular leukomalacia (PVL) and spastic cerebral palsy (CP), but without basal ganglia and thalamic injury (BGTI) on brain magnetic resonance imaging (MRI).

**Method:** This was a retrospective study of individuals with spastic CP and PVL on MRI evaluated between 2005 and 2018 in a CP center. Individuals with non-PVL brain lesions on MRI, including BGTI, were excluded. Dystonia was assessed via blinded review of neurological exam videos by pediatric movement disorders specialists.

**Results:** Eighty-five participants (45 males, 40 females; mean age at videotaping 12 years [standard deviation 5 years 6 months], range 4–26 years) met inclusion and exclusion criteria. Of these participants, 50 (59%) displayed dystonia in their exam videos. The most common locations of dystonia were the fingers and hip adductors. The prevalence of dystonia was unaffected by the gestational age or severity of PVL, and was affected by Gross Motor Function Classification System level.

**Interpretation:** Dystonia is common in individuals with spastic CP and PVL, even without BGTI on MRI. Our findings suggest vigilance for dystonia in individuals with spastic CP should remain high, even without MRI evidence of BGTI.

#### 1.4.59 GREVE KELLY, ET AL.

Gross motor function prediction using natural language processing in cerebral palsy  
**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 100-106p.**

**Aim:** To predict ambulatory status and Gross Motor Function Classification System (GMFCS) levels in patients with cerebral palsy (CP) by applying natural language processing (NLP) to electronic health record (EHR) clinical notes.

**Method:** Individuals aged 8 to 26 years with a diagnosis of CP in the EHR between January 2009 and November 2020 (~12 years of data) were included in a cross-sectional retrospective cohort of 2483 patients. The cohort was divided into train-test and validation groups. Positive predictive value, sensitivity, specificity, and area under the receiver operating curve (AUC) were calculated for prediction of ambulatory status and GMFCS levels.

**Results:** The median age was 15 years (interquartile range 10–20 years) for the total cohort, with 56% being male and 75% White. The validation group resulted in 70% sensitivity, 88% specificity, 81% positive predictive value, and 0.89 AUC for predicting ambulatory status. NLP applied to the EHR differentiated between GMFCS levels I–II and III (15% sensitivity, 96% specificity, 46% positive predictive value, and 0.71 AUC); and IV and V (81% sensitivity, 51% specificity, 70% positive predictive value, and 0.75 AUC).

**Interpretation:** NLP applied to the EHR demonstrated excellent differentiation between ambulatory and non-ambulatory status, and good differentiation between GMFCS levels I–II and III, and IV and V. Clinical use of NLP may help to individualize functional characterization and management.

#### 1.4.60 HUISENGA DARLENE, ET AL.

Motor development in infants with complex congenital heart disease: A longitudinal study  
**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 117-125p.**

**Aim:** To evaluate whether infants with complex congenital heart disease (CCHD) have an increased risk of impaired quality of motor behavior and delayed motor milestones.

**Method:** A cohort of 69 infants with CCHD (43 males, 26 females) were assessed with the

Infant Motor Profile (IMP) at three time periods between 6 to 18 months, mean ages in months (SD): 6.4 (0.7); 12.7 (1.0); 18.5 (0.7) IMP data were available from a reference sample of 300 Dutch infants. Analyses included multivariable logistic regression analysis to estimate differences in IMP scores below the 15th centile between children with CCHD and the reference group, and linear mixed-effects models to assess the effect of ventricular physiology and systemic oxygen saturation (SpO<sub>2</sub>) of less than 90% on IMP outcomes.

**Results:** Infants with CCHD had increased risks of total IMP scores below the 15th centile (lowest odds ratio [OR] at 18mo: 6.82 [95% confidence interval {CI} 2.87–16.19]), especially because of lower scores in the domains of variation, adaptability, and performance. Children with single ventricle CCHD scored consistently 3.03% (95% CI 1.00–5.07) lower than those with two ventricle physiology, mainly from contributions of the variation and performance domains. SpO<sub>2</sub> of less than 90% was associated with 2.52% (95% CI 0.49–4.54) lower IMP scores.

**Interpretation:** CCHD, especially single ventricle physiology, increases risk of impaired motor development.

#### **1.4.61 BRIEST ROMAIN, ET AL.**

Urgent computed tomography angiography in paediatric stroke

**DEVELOPMENTAL MEDICINE CHILD NEUROLOGY, VOL. 65(1), JANUARY 2023, 126-136p.**

**Aim:** To improve delivery of acute therapies for acute ischaemic stroke (AIS).

**Method:** We identified factors influencing the speed of diagnosis and delivery of acute therapies in a prospective cohort of 21 children with suspected AIS (eight with AIS, 13 stroke mimics) and explored them in a retrospective cohort with confirmed AIS.

**Results:** Approximately half of the prospective and total AIS cohorts presented with acute, sustained hemiparesis, and were diagnosed relatively quickly. AIS was suspected and diagnosed more slowly in the half presenting with symptoms other than sustained hemiparesis. Thirty-one out of 51 patients with AIS (19 females, 32 males, mean age 8 years 6 months, SD 5 years 4 months) had arterial abnormalities identified by computed tomography angiography (CTA) or magnetic resonance angiography (MRA): 11 with large vessel occlusion, six with dissection, five with moyamoya disease, nine with other arteriopathies. Among these patients, those initially imaged with CTA were diagnosed more quickly than those with initial magnetic resonance imaging/angiography, which facilitated thrombectomy and thrombolytic therapy. Twenty out of 51 had AIS without arterial abnormalities on CTA or MRA: eight with lenticulostriate vasculopathy and 12 with other small-vessel AIS. Among these patients, 80% were ineligible for thrombolysis for reasons beyond delay to diagnosis, and all showed good outcomes with supportive treatments alone.

**Interpretation:** Clinical features at presentation influence rapidity with which childhood AIS is suspected and diagnosed. Readily available CTA can direct thrombectomy in patients with large vessel occlusion and thrombolysis in most, but not all, eligible patients.

#### **1.4.62 PINERO-PINTO E., ET AL.**

A pilot randomised controlled trial on the effectiveness of infant massage on the acceptance, commitment and awareness of influence in parents of babies with Down syndrome

**JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, VOL.67(1), 2023, 35-48p.**

**Background:** The emotional state of parents of babies with Down syndrome affects their

babies' development and their parent–child bonding. The aim for this study was to conduct a pilot randomised controlled evaluation of the effect of infant massage on parents of babies with Down syndrome.

**Methods:** This pilot study compared two groups (intervention and control), each with 16 parents of babies with Down syndrome. Indices of acceptance, engagement and awareness of influence were measured at two different time points (pre-test and after 5 weeks) using the 'This Is My Baby' Interview. The allocation of families to each group was randomised. The experimental group performed infant massage, applied by the parents, for 5 weeks, every day for at least 10 min. The massage protocol was based on the methodology created by Vimala McClure. Parents in the control group received the intervention after completion of the study.

**Results:** The indices of acceptance, commitment and awareness of influence improved in the experimental group and in the control group. The  $2 \times 2$  mixed-model analysis of variance indicates a statistically significant group-by-time interaction for all indices ( $P < 0.001$ ), which was significantly higher in the experimental group than in the control group.

**Conclusions:** The application of infant massage, by parents to their babies, improves the rates of acceptance, commitment and awareness of influence of parents of babies with Down syndrome in the short term.

#### 1.4.63 GILMENEZ S., ET AL.

Caregiver knowledge of obstructive sleep apnoea in Down syndrome

**JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, VOL.67(1), 2023, 77-88p.**

**Background:** Down syndrome (DS) population has a very high prevalence of obstructive sleep apnoea (OSA), but this remains underdiagnosed. Hence, we aimed to evaluate caregiver's knowledge of OSA and related sociodemographic factors that could contribute to OSA screening patterns in this population.

**Methods:** An online survey through the LuMind IDSC Foundation focused on OSA diagnosis, treatments and the number of sleep studies performed. Data were compared between subjects born before and after the American Academy of Pediatrics (AAP) recommendations for OSA screening.

**Results:** Of the caregivers, 724 (parents 96.3%), responded to the survey. The median [interquartile (IQR)] age of the subjects with DS was 12 [20;7] years. The majority (84.3%) had sleep apnoea diagnosis, and half of them were initially referred for a sleep study due to disturbed sleep symptoms. Only 58.7% of the responders were aware of the AAP recommendations. This was linked to higher socioeconomic and/or educational level and to an earlier OSA diagnosis. The median (IQR) age of OSA diagnosis was lowered after the AAP guidelines publication compared with before its publication (3 [4;2] years vs. 10 [18;5] years,  $P < 0.000$ ). Adenotonsillectomy (81.9%) and continuous positive airway pressure (61.5%) were the most commonly prescribed treatments. Few had discussed other new therapies such as hypoglossal nerve stimulation (16.0%). Only 16.0% of the subjects repeated the sleep study to monitor OSA with ageing, and 30.2% had to wait more than 4 years between studies.

**Conclusions:** This study reinforces the need to improve OSA knowledge of caregivers and clinicians of individuals with DS to promote an earlier diagnosis and optimal treatment of OSA in this population.

#### 1.4.64 KJAERANDSEN, KATARINA SMEJDA, ET AL.

Impact Supplement of the Strengths and Difficulties Questionnaire in the Assessment of Functional Impairment in Children with ADHD or ASD in a Mixed Neuropediatric Sample: A Partial Validation Study

**JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.16(1), 2023, 1-22p.**

**Background:** In addition to symptoms of neurodevelopmental disorders, functional impairment is crucial to the determination of clinical significance. The aim of this study was to examine partial validity and usefulness of the Strengths and Difficulties Questionnaire's (SDQ) impact supplement (SDQ impact) in measuring functional impairment in children and adolescents diagnosed with attention deficit/hyperactivity disorder (ADHD) or autism spectrum disorder (ASD) in neuropediatric clinics.

**Methods:** Participants were children and adolescents (N = 337) referred to neuropediatric outpatient clinics for neurodevelopmental assessment. Functional impairment was evaluated using three instruments: the SDQ impact, the Vineland Adaptive Behavior Scale (VABS-II), and the Children's Global Assessment Scale (CGAS). Mental health symptoms and intellectual function were also assessed. We investigated convergent and concurrent validity of the SDQ impact.

**Results:** The convergent validity of the SDQ impact was shown by its significant correlations with the VABS-II composite score and the CGAS total score. The concurrent validity of the SDQ impact was demonstrated by its significant relationship with ADHD and ASD diagnoses in logistic regression analyses. Using established cutoffs, the sensitivity of the SDQ impact to reveal functional impairment in children with ADHD and ASD diagnoses was demonstrated in this neuropediatric sample, but at the cost of low specificity.

**Conclusion:** The SDQ impact is an easy-to-use tool, and the overall study results indicate that it is partially valid, suggesting it may be used for the screening of general functional impairment in the neuropediatric population.

#### 1.4.65 JOHNSON LOUISE, ET AL.

Principles into Practice: An Observational Study of Physiotherapists use of Motor Learning Principles in Stroke Rehabilitation

**PHYSIOTHERAPY, VOL.118, 2023, 20-30p.**

**Objective(s):** To describe a) how motor learning principles are applied during post stroke physiotherapy, with a focus on lower limb rehabilitation; and b) the context in which these principles are used, in relation to patient and/or task characteristics.

**Design:** Direct non-participation observation of routine physiotherapy sessions, with data collected via video recording. A structured analysis matrix and pre-agreed definitions were used to identify, count and record: type of activity; repetitions; instructional and feedback statements (frequency and type); strategies such as observational learning and augmented feedback. Data was visualised using scatter plots, and analysed descriptively.

**Setting:** 6 UK Stroke Units

**Participants:** 89 therapy sessions were observed, involving 55 clinicians and 57 patients.

**Results:** Proportion of time spent active within each session ranged from 26% to 98% (mean 85, SD 19). The frequency of task repetition varied widely, with a median of 3.7 repetitions per minute (IQR 2.1–8.6). Coaching statements were common (mean 6.46 per minute), with 52% categorised as instructions, 14% as feedback, and 34% as verbal cues/motivational statements. 13% of instructions and 6% of feedback statements were externally focussed. Examining the use of different coaching behaviours in relation to patient characteristics found

no associations. Overall, practice varied widely across the dataset.

**Conclusions:** To optimise the potential for motor skill learning, therapists must manipulate features of their coaching language (what they say, how much and when) and practice design (type, number, difficulty and variability of task). There is an opportunity to implement motor learning principles more consistently, to benefit motor skill recovery following stroke.

#### **1.4.66 KUMAR, PRAVEEN, ET AL.**

Acceptability of Lycra arm sleeve in people with sub-acute stroke: patients', carers' and clinicians' perspectives

**PHYSIOTHERAPY, VOL.118, 2023, 31-38p.**

**Background:** Previous studies found that the Lycra sleeve has potential to reduce glenohumeral subluxation in people with stroke. The primary aim of this study was to explore the acceptability of the Lycra sleeve from patients', carers' and staff perspective in the sub-acute phase of stroke.

**Method:** Stroke survivors over 18 years with hemiplegia and muscle strength of  $\leq 3$  (Medical Research Council scale) shoulder abduction, able to provide informed consent were recruited as soon as they were medically stable. Patients wore the Lycra sleeve for up to 10 h/day for three months. A questionnaire was administered three months post-sleeve application to immediate and delayed groups and healthcare staff.

**Results:** Twenty-seven patients (immediate group (n = 19), delayed group (n = 8)), 23 carers/family-members and 36 healthcare staff (nurses (n = 10), nursing assistants (n = 5), physiotherapists (n = 10), physiotherapy assistants (n = 3) and occupational therapists (n = 8) completed a questionnaire. Several staff reported for more than one patient resulting in up to 37 responses to some questions from nursing staff and 46 responses from therapy staff. Of 27 patients, all found the sleeve to be comfortable. The average time to apply the sleeve was between two and five minutes. The sleeve was reported as acceptable in daily life by patients (96%, n = 24/25), carers/family-members (96%, n = 21/22), by nurses (92%, n = 34/37) and in routine clinical practice by therapists (91%, n = 41/45).

**Conclusion:** Wearing of Lycra sleeve was acceptable for patients during activities of daily living/rehabilitation. However, research is required on the effectiveness of the sleeve before this can be routinely used in clinical practice.

#### **1.4.67 DIBIASIO, PAULA, ET AL.**

Assessing cultural competence: a comparison of two measures and their utility in global learning experiences within healthcare education

**PHYSIOTHERAPY, VOL.118, 2023, 97-104p.**

**Objectives:** The purpose of this study was to investigate the relationship between two measures of cultural competence (CC), one more widely used, the other designed for healthcare students. It was hypothesized that there would be strong correlations allowing educators to forgo one measure for the other based on utility, resources, and sustainability.

**Design:** Exploratory, cross sectional design

**Setting:** One US Doctor of Physical Therapy (DPT) academic program.

**Participants:** 145 DPT students.

**Main outcome measures:** Intercultural Development Inventory® (IDI) and Inventory for Assessing the Process of Cultural Competence-among healthcare professionals-Student Version© (IAPCC-SV).

**Results:** There were significant (negligible to low, rho = 0.16–0.28; p < 0.05) relationships



between the IAPCC-SV total and three constructs with IDI Perceived Orientation scores, and the IAPCCSV total and two constructs with the IDI Developmental Orientation scores. There were significant (negligible to low,  $\rho = 0.18-0.35$ ;  $p < 0.05$ ) relationships between IAPCC-SV total and construct scores with the IDI Acceptance and Adaptation orientation scores. Students with scores in an IDI DO of Acceptance or Adaptation were significantly more likely to have an IAPCC-SV score in the category of Culturally Competent ( $X^2 = 3.70$ ,  $p = 0.05$ ).

**Conclusions:** The discordance of the two measures suggests that the instruments measure unrelated constructs (worldviews, attributes or skills) of cultural competence that are exclusive to each measure and context dependent. Context specific measures may not be generalized to a greater worldview, and visa versa. Multimodal assessment that triangulates data and supports student learning outcomes may be the most effective strategy to capture the impact of curriculum and/or a global learning experience on students' development of cultural competence.

#### 1.4.68 PACELLA-LABARBARA, MARIA L., ET AL.

A longitudinal assessment of posttraumatic stress symptoms and pain catastrophizing after injury

**REHABILITATION PSYCHOLOGY, VOL.68, FEBRUARY 2023, 32-42p.**

**Purpose/Objective:** Identifying individuals with high levels of pain catastrophizing (PC) may inform early psychological interventions to prevent the transition from acute to chronic post-injury pain. We examined whether pre-and post-injury posttraumatic stress symptoms (PTSS) predict post-injury PC among emergency department (ED) patients following acute motor vehicle crash (MVC).

**Research Method/Design:** This study represents secondary data analysis of a randomized clinical trial (NCT03247179) examining the efficacy of the PTSD Coach app on post-injury PTSS (PTSSpost). Among 63 injured ED patients (63% female; 57% non-White; average age = 37) with moderate pain ( $\geq 4$  of 10), we assessed recall of pre-injury PTSS (PTSSrecall: stemming from preexisting exposures) and baseline PC within 24 hr post-MVC; PTSSpost stemming from the MVC was assessed 30-days later, and the outcome of PC was assessed at 90-days post-injury. We controlled for group assignment (intervention vs. control) in all analyses.

**Results:** Results revealed that at baseline and 90-days, PC was higher among non-White versus White participants. After adjusting for relevant covariates, PTSSrecall uniquely predicted post-injury PC and each subscale of PC (helplessness, magnification, and rumination). Similarly, after controlling for PTSSrecall and relevant covariates, PTSSpost uniquely predicted total and subscale post-injury PC. Intervention group participants reported less rumination than control group participants.

**Conclusions/Implications:** These novel findings highlight that injured Black patients may be vulnerable to post-injury PC, and that both PTSSrecall and PTSSpost significantly predict post-injury PC. Brief PTSS assessment in the ED can identify high-risk patients who may benefit from early intervention.

#### 1.4.69 VISSICCHIO, NICHOLAS A., ET AL.

Illness intrusiveness: A key part of the cognition-mood link in multiple sclerosis.

**REHABILITATION PSYCHOLOGY, VOL.68, FEBRUARY 2023, 43-52p.**

**Purpose:** The current study attempted to expand the literature on cognition and mood in MS

by determining if illness intrusiveness may potentially serve as an intermediary factor in the well-established cognition-mood relationship in people with MS.

**Method:** This study employed a retrospective cross-sectional design to answer this question. Baseline neuropsychological test data and mood questionnaires from 199 participants with clinically definite MS were used in this study. The sample was middle-aged ( $M = 48.4$ ,  $SD = 11.8$ ), highly educated ( $M = 14.6$ ,  $SD = 2.2$ ), majority female (76.9%) and majority White (74.5%). Assumptions for parametric statistics and ordinary least squares regression were met. Conditional process models evaluated whether illness intrusiveness mediated the relationship between cognitive functioning and psychiatric symptoms.

**Results:** In total, 33.2% of the sample met criteria for clinically significant anxiety, 41.7% met criteria for depression, and 27.8% of the sample met criteria for processing speed impairment, consistent with other MS samples. Illness intrusiveness was found to mediate the relationship between processing speed and depression,  $ab = -.07$ , 95% CI  $[-.15, -.002]$ , processing speed and anxiety,  $ab = -.06$ , 95% CI  $[-.12, -.02]$ , and processing speed and more general mood disturbance,  $ab = -.08$ , 95% CI  $[-.13, -.0005]$ .

**Conclusions:** Illness intrusiveness was found to be a potential important intermediary mechanism by which the primary cognitive impairment in MS, processing speed, impacts mood in this disease population. Conclusions, treatment implications, and directions for future research in light of these findings were discussed.

#### 1.4.70 CHAMBERS-BALTZ, STEPHANIE., ET AL.

The experiences of support staff in a traumatic brain injury rehabilitation center.

**REHABILITATION PSYCHOLOGY, VOL.68, FEBRUARY 2023, 53-64p.**

**Purpose:** Employee turnover is a major issue for health care organizations. Burnout is a leading contributor to such turnover. Extensive research on burnout has been conducted in health care settings; however, it has primarily been focused on health care professionals ignoring other critical staff. In particular, traumatic brain injury rehabilitation is an area of health care that includes unique challenges and stressors that may contribute to burnout. Brain injury professionals report experiencing high levels of burnout that further increase as they spend more time with patients; however, little is known about the experiences of brain injury paraprofessionals. This study explores the unique experiences of support staff in traumatic brain injury rehabilitation centers.

**Method:** The present study used a grounded theory method to explore the phenomena of burnout, turnover, and job satisfaction from the perspective of paraprofessional support staff in 1 posthospital brain injury rehabilitation center. Support staff participated in the research via small group interviews ( $N = 4$ ) and survey ( $N = 11$ ).

**Results:** The analysis resulted in a grounded theory model, entitled “The Balance model of Rehabilitation Support Work.” This model is a framework of risk and protective factors that appeared to influence whether these frontline rehabilitation staff experienced negative outcomes from this often challenging/stressful work environment. The model includes 4 axial-level themes: doing the work, protective factors, risk factors, and imbalance of factors. Within the 4 axial categories are twenty open-coding level categories. **Implications:** Implications for traumatic brain injury rehabilitation organizations and areas for future research are discussed.

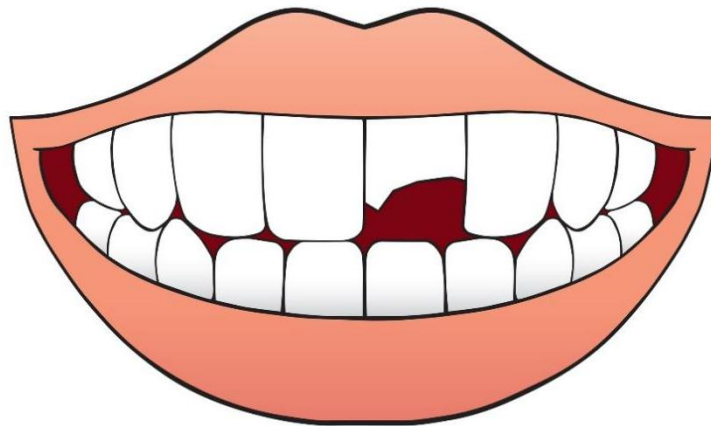
WHAT TO DO FOLLOWING A DENTAL TRAUMA DUE TO EPILEPTIC  
ATTACK OR DUE TO SOME OTHER CAUSE/INJURY

**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 Glutted On
- ✓ To Be Possible Seek Attention Immediately From A Dentist
- ✓ It Can Be Fixed

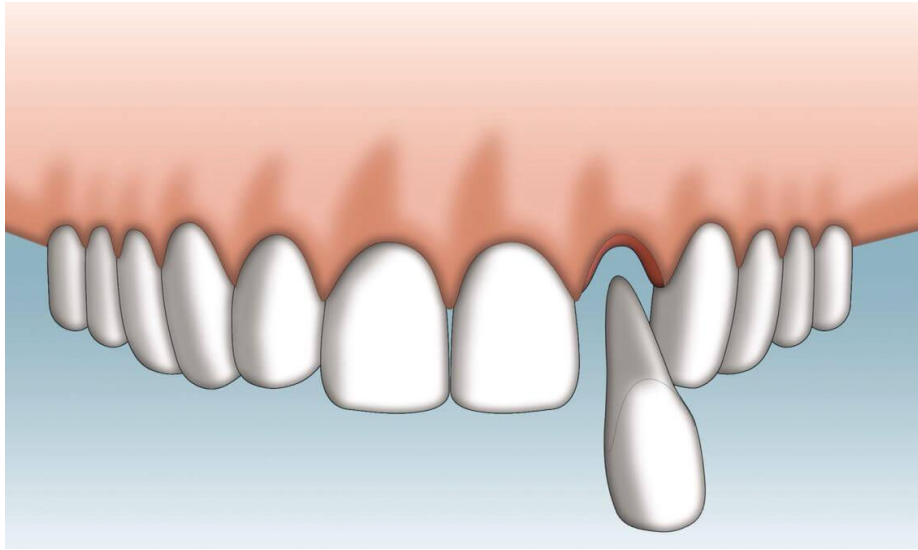
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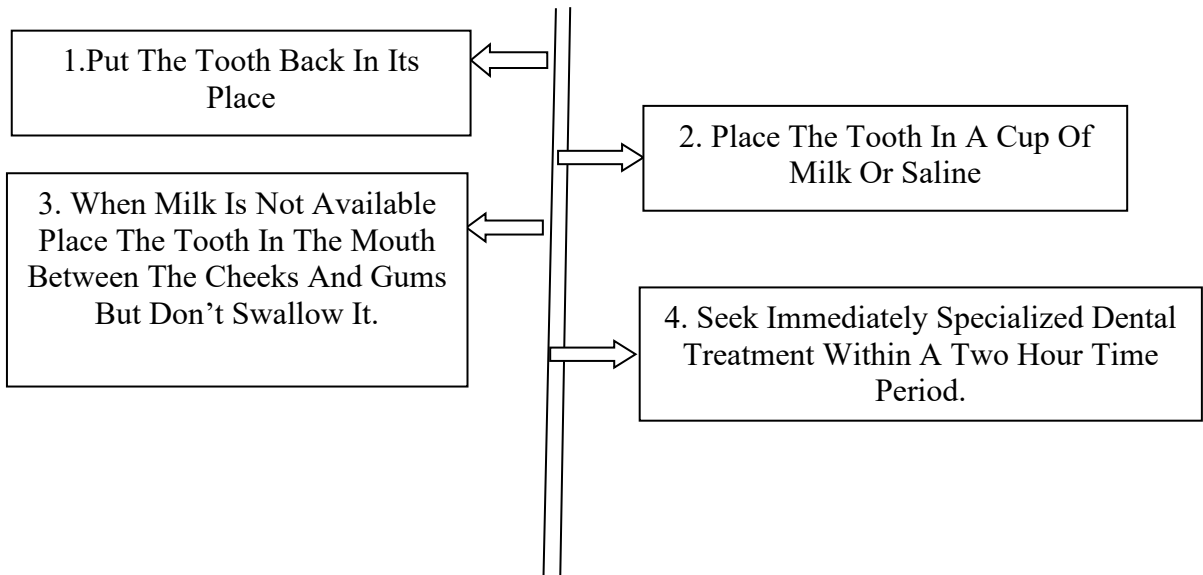


WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



- ✓ 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**

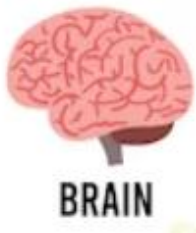


DR. NEETA NILAMWAR (MDS)  
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## HOW UNHEALTHY TEETH CAN AFFECT YOUR OVERALL HEALTH

*“A healthy living starts with healthier teeth”.*

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



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

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



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



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

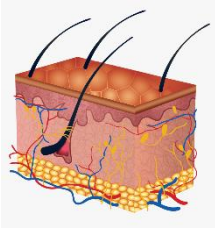


**THE HEART** – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

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



THE PANCREASE – According to study published on 17<sup>th</sup> 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.

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ASSISTANT PROFESSOR (NIEPID)

## **1.5 Speech Pathology & Audiology**

### **1.5.71 STERRETT, KYLE, ET AL.**

The effect of responsiveness to speech-generating device input on spoken language in children with autism spectrum disorder who are minimally verbal  
**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(1), MARCH 2023, 23-32p.**

The use of speech-generating devices (SGD) in early interventions for children with autism spectrum disorder (ASD) can improve communication and spoken language outcomes. The purpose of this study was to describe children's responsiveness to SGD input modeled by a social partner during adult-child play interactions over a 24-week intervention trial and explore the effect of that responsiveness on spoken language growth. This secondary analysis consisted of 31 children with less than 20 functional words at study entry who received a blended behavioral intervention (JASPER + EMT) as part of a randomized controlled trial. Significant improvements were seen in rate of responsiveness to both adult SGD models and adult natural speech models; only rate of responsiveness to SGD models at entry was a significant predictor of frequency of commenting and was a more robust predictor of number of different words post-intervention. Lastly, at entry, children with more joint attention and language responded to SGD models at significantly higher rates. Attention and responsiveness to SGD output may be important mechanisms of language growth and children who have more joint attention skills may particularly benefit from use of an SGD.

### **1.5.72 CHENAUSKY, KAREN, ET AL.**

Review of methods for conducting speech research with minimally verbal individuals with autism spectrum disorder  
**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(1), MARCH 2023, 33-44p.**

The purpose of this paper was to review best-practice methods of collecting and analyzing speech production data from minimally verbal autistic speakers. Data on speech production data in minimally verbal individuals are valuable for a variety of purposes, including phenotyping, clinical assessment, and treatment monitoring. Both perceptual ("by ear") and acoustic analyses of speech can reveal subtle improvements as a result of therapy that may not be apparent when correct/incorrect judgments are used. Key considerations for collecting and analyzing speech production data from this population are reviewed. The definition of "minimally verbal" that is chosen will vary depending on the specific hypotheses investigated, as will the stimuli to be collected and the task(s) used to elicit them. Perceptual judgments are ecologically valid but subject to known sources of bias; therefore, training and reliability procedures for perceptual analyses are addressed, including guidelines on how to select vocalizations for inclusion or exclusion. Factors to consider when recording and acoustically analyzing speech are also briefly discussed. In summary, the tasks, stimuli, training methods, analysis type(s), and level of detail that yield the most reliable data to answer the question should be selected. It is possible to obtain rich high-quality data even from speakers with very little speech output. This information is useful not only for research but also for clinical decision-making and progress monitoring.

### **1.5.73 JESSICA CARON, ET AL.**

Effects of adapted Letter-Sound correspondence instruction with older learners with complex

communication needs and autism spectrum disorder

**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(1), MARCH 2023, 45-59p.**

Individuals who use augmentative and alternative communication (AAC) are often excluded from learning literacy skills that use phonological approaches due to challenges with verbal production of speech sounds. This study was conducted to evaluate the effectiveness of systematic literacy instruction with materials modified to teach letter-sound correspondences (LSC) to pre-adolescent and adolescents with autism spectrum disorders (ASD) with minimal or no speech who use AAC. A single subject design across three letter-sound sets was used, with three individuals with ASD. A total of 12 LSC were targeted in the intervention. During the intervention, the participants were instructed using model, guided, and independent practice trials using low-tech letter tiles followed by two extension activities: letter sorting and initial letter-sound picture books. A functional relationship was established between the LSC intervention and the percent of correct responses on the LSC assessment probes. Very large and large effects sizes were calculated for all participants across the three LSC sets. The study adds to the very limited research base related to phonics instruction for older learners (ages 9 to 18) with ASD, demonstrating that LSC progress can still be made at an older age with systematic instruction.

#### **1.5.74 MALTMAN NELL**

Speech-Language Pathologists' Self-Reported Language Input and Recommendations During Early Intervention

**JOURNAL OF EARLY INTERVENTION, VOL. 45(1), MARCH 2023, 19-38p.**

This study examined the extent to which early intervention (EI) speech-language pathologists (SLPs) use and recommend language input strategies for caregivers of children with language delays and the child factors associated with these decisions. Participants included 213 SLPs who completed an online survey. Wilcoxon signed-rank tests, Friedman's analyses of variance, and Spearman correlations were used to determine the extent to which EI SLPs used and recommended language input, child factors that influenced recommendations and input, and relationships between SLPs' self-reported strategies and recommendations to caregivers. EI SLPs reported recommending expanding on child utterances more than other strategies. EI SLPs reported using grammatical input more than telegraphic input and recommended grammatical phrases as children made gains in spoken language. Language strategies used by SLPs inconsistently aligned with their recommendations to caregivers. Results underscore the importance of evaluating recommendations to caregivers in the context of EI.

#### **1.5.75 REBECCA AMERY, ET AL.**

Toddlers at Elevated Likelihood for Autism: Exploring Sensory and Language Treatment Predictors

**JOURNAL OF EARLY INTERVENTION, VOL. 45(1), MARCH 2023, 39-62p.**

Baseline child characteristics may predict treatment outcomes in children with or at elevated likelihood of developing autism (EL-ASD). Little is known about the role of child sensory and language features on treatment outcome. Participants were randomly assigned to a parent-mediated intervention or control condition. Analyses explored the relationship between baseline child sensory and language characteristics and changes in ASD symptoms over approximately 9 months. Higher baseline sensory hyporeactivity was significantly



related to less improvement in social communication (SC) for the treatment group only. More baseline atypical vocalizations were significantly related to less improvement on SC across treatment and control groups. This work provides an initial framework to encourage the tailoring of interventions for EL-ASD children, suggesting sensory reactivity and atypical vocalizations may be useful behaviors to consider in treatment planning.

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## **1.6 General**

### **1.6.76 PARSONS JACQUELINE B., ET AL.**

How to Build a Research Database From Data You Collect to Guide Your Clinical Work  
**COGNITIVE AND BEHAVIORAL PRACTICE, VOL. 30(1), FEBRUARY 2023, 35-44p.**

Clinicians who collect progress monitoring data from their clients to guide their clinical work are accruing valuable data that can contribute to the research literature. Our goal in this article is to help clinicians create a research database from the data they collect to guide their clinical work. We begin by offering a rationale to clinicians for undertaking the effort to create a research database. We describe our own experience creating a research database based on our clinical data, and we describe the published empirical studies based on the database. In the main body of the article, we offer step-by-step guidance to clinicians who wish to create their own research database. We list 13 steps, beginning with “Select a measure or measures you want to use for progress monitoring ...” that clinicians can take to build a research database from the data they collect to guide their clinical work. Finally, we offer a brief description of resources that can help clinician-researchers with some of the other elements of the research process, including obtaining library access and handling ethical issues.

### **1.6.77 MOUTINHO VANESSA, ET AL.**

Cortisol reactivity and negative affect among preterm infants at 12 months during a mother-infant interaction task

**INFANT BEHAVIOR AND DEVELOPMENT, VOL. 70, FEBRUARY 2023, 1-12p.**

The purpose of this study was to investigate correlates of preterm (PT) infant’s cortisol reactivity and the association to infant negative affect, during a mother-infant interaction procedure. Participants included 48 infants born prematurely (gestational age < 37 weeks) and their mothers, assessed when infants were 12 months old corrected for prematurity. The examined variables comprised both neonatal and environmental dimensions including maternal interactive behavior. Infant negative affect and maternal interactive behavior were assessed with a standardized mother-infant interaction task. A baseline infant saliva sample was collected before the interaction began, and a second sample after the interaction episodes ended. Results revealed that decrease of infant’s cortisol concentration was significantly associated with the exposure to more sensitive, and less intrusive maternal behaviors. However, once controlled for neonatal risk, family SES and maternal psychological distress, the associations were rendered non-significant. Although the association between cortisol reactivity and negative affect trended toward significance, maternal intrusiveness was the only significant predictor of observed infant negative affect. Findings suggest the importance of primary relational experiences on PT infants' early regulatory competencies.

### **1.6.78 GERACI ALESSANDRA & SURIAN LUCA**

Intention-based evaluations of distributive actions by 4-month-olds

**INFANT BEHAVIOR AND DEVELOPMENT, VOL. 70, FEBRUARY 2023, 1-15p.**

Four-month-olds’ ability to consider the intentions of agents performing distributive actions was investigated in four experiments, using the Violation of Expectation paradigm (VoE) (Experiments 1–3) and the Preferential Looking paradigm (Experiment 4). In Experiment 1, infants were presented with two events showing two types of failed attempts to perform a

distribution. In an attempt to distribute fairly, the distributor first tried to reach one of the recipients to deliver an apple, he failed, and then attempted to reach the other recipient to deliver a second apple and also failed. In an attempt to distribute unfairly, a different distributor tried unsuccessfully to bring resources always to the same recipient. Infants looked reliably longer at failed fair distribution events, suggesting that they did not just react to the actions outcomes and they attended to agents' intentions. Experiments 2 and 3 assessed alternative explanations based on perceptual factors or affiliative behaviors. In Experiment 4, during the test trials, infants were shown both distributors simultaneously and they preferred to look at the fair rather than at the unfair distributor. Overall, these findings reveal an early ability to take into account distributors' intentions and a preference for watching agents that tried to distribute resources fairly.

#### **1.6.79 SCHROEDER CARLY, ET AL.**

Young adults with intellectual and other developmental disabilities acquire vocational skills with video prompting

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(1), WINTER 2023, 181-200p.**

Students with intellectual and other developmental disabilities often require substantial support to acquire the skills needed to secure work experience and paid employment. Prior findings suggest that video prompting is likely to be an effective and feasible strategy for establishing such skills. To evaluate this possibility in a special education transition program, we examined the effectiveness of a video prompting procedure in teaching 8 young adults with developmental disabilities to perform job-related tasks (doing laundry, checking in to work, vacuuming, stripping bed). The intervention was effective with all participants. The skills maintained over 3 months, and the participants performed the tasks accurately in a new setting with different materials. Participants were reportedly satisfied with the intervention and deemed it easy to use.

#### **1.6.80 DUBOIS, PASCALE, ET AL.**

School-to-Work Transition of Youth with Learning Difficulties: The Role of Motivation and Autonomy Support

**EXCEPTIONAL CHILDREN, VOL. 89(2), JANUARY 2023, 216-232p.**

School-to-work transition is a challenging period for youth with learning difficulties (LD). Based on self-determination theory (SDT), we tested the role of autonomy support and motivation in predicting transition status and well-being among this population. This prospective study included 218 students with LD in their last year of a work-study program. They were surveyed at the end of the school year and 1 year later. Two structural equation models were tested: one with the transition status as the outcome and one with well-being. Analyses revealed that autonomy support from fathers was positively associated with autonomous motivation in both models, as was autonomy support from friends in the transition status model. Autonomous motivation positively predicted both outcomes, while controlled motivation negatively predicted them. In sum, the psychological resources proposed by SDT seem to matter for youth with LD, thereby providing support for the generalizability of SDT.

**1.6.81 SIMO-PINATELLA DAVID, ET AL.**

Addressing Challenging Behaviours in Children with Autism: A Qualitative Analysis of Teachers' Experiences

**INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(1), JANUARY 2023, 18-31p.**

The challenging behaviours of children with autism spectrum disorder (ASD) have been widely described as one of the most significant sources of stress for teachers. However, less attention has been paid to the potential of teachers' perspectives as a source of knowledge to improve their practice. The purpose of this study was to explore teachers' experiences in managing the challenging behaviour of children with ASD. Specifically, we aimed to identify the perceived supports and barriers in their daily work routine. Using a snowball sampling procedure, 10 teachers from a segregated setting and general education schools were interviewed. Through thematic analysis, some themes were identified across participants, suggesting perceived barriers (Behaviour misunderstanding, Relationships, and School administration) and perceived supports (Challenging behaviour knowledge and expertise, Human resources, and School management). In addition, the results demonstrated potential supports that could improve teachers' experiences (Challenging behaviour specialisation, Leadership team, and Shared language and perceptions). These findings have implications for the understanding of teachers' needs and may also inform the refinement and development of strategies to facilitate their work when managing the challenging behaviour of their students with ASD. The relevance of these findings for practice and further research are discussed.

**1.6.82 FRAZIER, KIMBERLY & HENCHELL, TAMARA**

Over-Imitation in Four-to-Six-Year-Old Children with Autism and Typically Developing Children

**INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(1), JANUARY 2023, 18-31p.**

This study adds to the existing pool of knowledge regarding the imitative behavior of children with autism spectrum disorder (ASD). Methods: The over-imitation behaviors of preschool children with ASD were compared to age-matched typically developing (TD) children. Results: The hypothesis was that the TD children would over-imitate to a much greater degree than the children with ASD. Contrary to expectation, the children with ASD were found to over-imitate at the same rate as the TD group. Conclusion: Subtle differences were noted in the performance of the two groups and implications for autism treatment protocols is presented.

**1.6.83 MRACHKO, ALICIA, ET AL.**

Teaching Therapeutic Support Staff to Implement NDBI Strategies for Children With ASD Using Behavior Skills Training

**TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(4), FEBRUARY 2023, 329-343p.**

We examined adult behavioral skills training (BST) for home-based therapeutic support staff (TSS) using a naturalistic developmental behavioral intervention (NDBI) with young children with Autism Spectrum Disorder (ASD) derived from Project ImPACT. We taught three TSS to use interactive strategies with online modules, in-vivo training, and ongoing feedback to a predetermined frequency criterion with young children with ASD in the home setting. The TSS increased strategy use to criterion and generalized the strategies to other settings. Child

spontaneous communication increased in frequency and complexity from mostly eye gaze and gestures to eye gaze, vocalizations, and words. Our results extend what we know about training direct service providers and measuring social communication components.

#### **1.6.84 WINCHESTER, CLAIRE, ET AL.**

Preventing Challenging Behavior Using Physical Activity With Young Children

**TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 42(4), FEBRUARY 2023, 357-369p.**

Antecedent exercise (AE) is an intervention used to promote moderate-to-vigorous physical activity and improve subsequent behavior in non-exercise contexts. We used withdrawal and multitreatment single case research designs to compare the effects of baseline, AE alone, and AE + visual supports condition. Two preschool-age boys participated in this study. A masked secondary observer recorded interobserver agreement data for 100% of sessions; these data were continually monitored to detect biases. For one participant, AE alone was sufficient to reduce instances of challenging behavior during morning circle time. For the other participant, AE + visual supports was more effective than AE alone. These results point to the need for continued, rigorous research on the nuances of antecedent interventions for young children who demonstrate challenging behaviors. AE is but one such intervention requiring further investigation into for whom and under what conditions it might be effective.

#### **1.6.85 CHONG JEANETTE L., ET AL.**

Predictors of attrition in an interdisciplinary pain management program.

**REHABILITATION PSYCHOLOGY, VOL.68, FEBRUARY 2023, 65-76p.**

**Purpose/Objective:** This study sought to investigate the extent to which demographic and clinical characteristics predict which patients drop out of an interdisciplinary pain management program (IPP).

**Research Method/Design:** Participants (N = 178 outpatients, 18–75 years of age) received treatment for various chronic pain conditions in an IPP (including biopsychosocial assessment, cognitive-behavioral, and physical therapies). Separate logistic regression analyses identified the demographic and clinical variables most predictive of attrition across five domains: (a) demographics, (b) number of medical and non/psychiatric diagnoses, (c) opioid use (yes versus no)/risk of misuse, (d) pain-related cognition and behavior, and (e) physical, social, and mental well-being. Significant predictors from the five domains were integrated in a final multivariable logistic regression model.

**Results:** Among patients exposed to a 4-week IPP, 34% dropped out. In the final model, significant predictors of higher odds of attrition included younger age or being unemployed. Also, patients on opioids at preintervention had higher odds of completing the IPP than patients not on opioids at preintervention. Follow-up analyses revealed 24 of 37 completers (65%) on opioids at preintervention reduced or eliminated use over the course of the IPP.

**Conclusions/Implications:** Because findings are limited by sample and design characteristics, they require replication yet offer novel hypotheses for identifying patients at risk of attrition. Specifically, patients with preintervention opioid use (contrasted with opioid dependence) may particularly benefit from an IPP. Patients at highest risk for early dropout can be targeted for specific engagement interventions to promote completion and effectiveness of IPP.

### **1.6.86 PARKER, AMANDA, ET AL.**

Injustice, quality of life, and psychiatric symptoms in people with migraine.

**REHABILITATION PSYCHOLOGY, VOL.68, FEBRUARY 2023, 77-90p.**

**Objective:** To describe and examine the relationships between perceived injustice, quality of life (QoL), and psychiatric symptoms through a mixed-methods, cross-sectional observational study design in people with migraine.

**Method:** Participants completed a series of online quantitative questionnaires, including the Injustice Experience Questionnaire (IEQ). Then, 10 participants took part in qualitative phenomenological interviews.

**Results:** One hundred twenty-seven participants were included in the sample. Correlations revealed higher IEQ scores were strongly associated with lower QoL ( $r = -.676, p < .001$ ). Higher scores on the IEQ were related to higher migraine attack frequency ( $r = .403, p < .001$ ), migraine pain intensity ( $r = .352, p < .001$ ), no association with reports of nausea/vomiting ( $r = .110, p = .220$ ), and higher report of allodynia symptoms ( $r = .281, p < .001$ ). Participants who reported a migraine with aura in the past year reported higher IEQ scores than people with no aura in the past year ( $t[125] = -2.34, p = .02$ ). Higher IEQ scores were associated with higher anxiety ( $r = .447, p < .001$ ) and depression symptom scores ( $r = .495, p < .001$ ). The phenomenological interviews revealed 4 core themes describing perceived injustice and QoL with migraine: coping, loss, illness burden, and misunderstanding.

**Conclusion:** Higher levels of perceived injustice showed lower levels of QoL, was associated with higher headache frequency attack severity, and rates of depressive and anxiety symptoms. Participants described their QoL similarly, regardless of reported high or low levels of perceived injustice.

### **1.6.87 BALCAZAR, FABRICIO E., ET AL.**

Supports and barriers that entrepreneurs with disabilities encounter when starting their businesses.

**REHABILITATION PSYCHOLOGY, VOL.68, FEBRUARY 2023, 91-101p.**

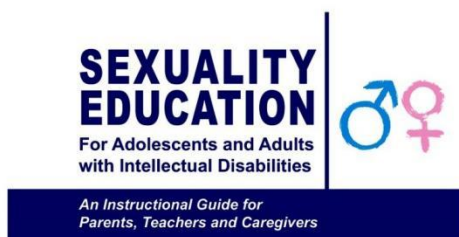
**Purpose/Objective:** Entrepreneurship is increasingly emerging as a viable employment option for many people with disabilities. It provides opportunities to develop interests, skills, and passion for starting a business. We conducted multiple interviews with various stakeholders to identify the perceived supports and barriers that people with disabilities encounter in the process of pursuing entrepreneurship.

**Research Method/Design:** Individual interviews included 20 entrepreneurs with disabilities, 6 service providers, and 5 school administrators. This qualitative study used a constructivist grounded theory approach to shape the process of data collection, analysis, and theory building.

**Results:** People with disabilities interested in pursuing entrepreneurship benefit from facilitators such as social support, mentoring, and access to space, equipment, and money. Personal qualities include their desire to be “my own boss,” help others, earn money, creativity, persistence, and flexibility. On the other hand, they may face several systemic barriers, such as the lack of infrastructure to set up the business, discrimination, lack of formal support from Vocational Rehabilitation counselors or their school settings, and/or lack of money.

**Conclusions/Implications:** The systemic barriers can make it difficult for entrepreneurs to start and/or continue to operate their businesses. We discuss the implications of the findings for the development of entrepreneurship training for youth with disabilities and offer recommendations for future research and practice in the rehabilitation field.

# Books on Sexuality Education by NIEPID

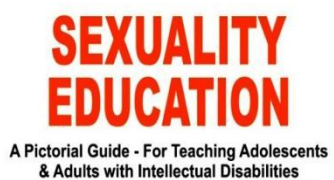


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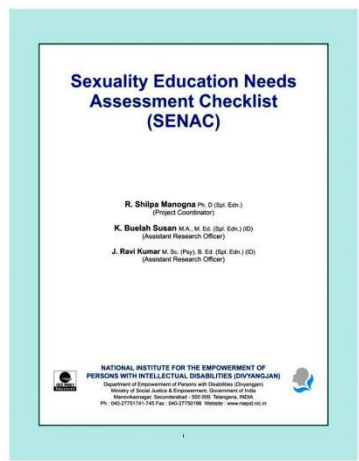


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## Sexuality Education Needs Assessment Checklist (SENAC)

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## **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**



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