

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

# पुस्तकालय एवं सूचना सेवा विभाग

## इस सेवा के बारे में

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

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पुस्तकालय एवं सूचना सेवा विभाग

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## **1.0 Abstracts of Current Articles**

### **1.1 Psychology**

#### **1.1.1 GARCIA, NATALIA M., ET AL.**

Cultural Considerations for Treating PTSD in Latinx Sexual Assault Survivors With Prolonged Exposure

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 179-194p.**

There is growing interest in the implementation of culturally responsive mental health care that balances treatment fidelity and cultural fit (Castro et al., 2004). Prolonged exposure (PE) is a first-line, evidence-based treatment for posttraumatic stress disorder (PTSD) and has been successfully implemented in low-income and ethnoracial minority samples (Feske, 2008) and with Latinx individuals specifically (Vera et al., 2011). However, cultural and systemic factors may contribute to Latinx individuals experiencing higher conditional risk for PTSD (Alcántara et al., 2013), disparities in mental health care utilization (Alves-Bradford et al., 2020), and challenges with PTSD treatment delivery (Valentine et al., 2017). Culturally responsive implementation of PE with Latinx clients involves making culturally informed but person-specific assessments of clients, with adaptations as needed. We propose several culturally responsive strategies for therapists to consider when conducting PE with Latinx sexual assault survivors, such as building trust and rapport early on, conducting culturally informed assessment, investing in psychoeducation, optimizing imaginal exposure and in vivo exposure, and problem-solving barriers to homework engagement. Therapists are encouraged to approach this work with cultural humility (Fisher-Borne et al., 2015; Tervalon & Murray-Garcia, 1998) through open listening, critical self-reflection, and consideration for the way in which Latinx identity intersects with other important identity characteristics that can impact treatment relevance and engagement.

#### **1.1.2 CAPEL, LEILA K., ET AL.**

An Open Trial of Acceptance and Commitment Therapy With Exposure and Response Prevention in an Intensive Outpatient Setting for Adults With OCD

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 218-228p.**

Intensive outpatient treatment settings for adults with obsessive-compulsive disorder (OCD) are common, but data on their effectiveness are limited. The effectiveness of IOP treatment for adults with OCD using combined acceptance and commitment therapy (ACT) and exposure and response prevention (ERP) was studied with eight adults. The intervention was 15 hours per week for 3 weeks. Measures were collected at pretreatment, 1-week, 2-weeks, posttreatment, and at 1-month follow-up. At the end of treatment, all participants were in the mild range of OCD symptom severity with a mean symptom decrease of 58%. Psychological inflexibility, depression, anxiety, and stress significantly decreased through treatment and participants ended treatment below clinical range for psychological inflexibility and nonclinical to mild range for depression, anxiety, and stress. The results of this study provide preliminary support for the effectiveness of ACT and ERP in an intensive outpatient setting for adults with OCD. The focus of this paper is on the clinical application of this treatment.

#### **1.1.3 RABASCO, ANA**

Well, That Was Awkward: When Clients Develop Romantic Feelings for Therapists

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 238-247p.**

Clients can develop feelings of romantic or sexual attraction to their therapists. From a cognitive-behavioral perspective, how should therapists handle these situations? Although the topic of client attraction is comprehensively covered in the psychoanalytic and psychodynamic literature, it is woefully neglected in our cognitive-behavioral therapy (CBT) focused training programs and literature. This paper aims to address this gap by using CBT principles to provide explanations for why clients develop feelings of attraction to their therapists. In addition, this paper offers general guidelines for how to manage client attraction from a CBT perspective. Three case vignettes are used to illustrate those concepts. Recommendations for future research and training in this area are also provided.

#### **1.1.4 KAUTEN, REBECCA L., ET AL.**

Post-Admission Cognitive Therapy for a Transgender Service Member With a Recent Suicidal Crisis: A Case Study of Gender-Affirming Care

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 273-286p.**

While elevated suicide risk in the American military and veteran population has led to the development of targeted interventions, the increased risk of suicidal ideation and behavior among transgender and gender diverse (TGD) Service members requires that interventions address suicide risk within the context of minority stressors and gender-affirming care. This case study presents Jordan (an alias), a transgender Service member who received inpatient psychiatric treatment following a suicide attempt precipitated by distress relating to gender dysphoria, minority status, and associated stressors. Jordan completed Post-Admission Cognitive Therapy (PACT; Ghahramanlou-Holloway, Cox, & Greene, 2012), a cognitive-behavioral intervention targeting suicide risk among military personnel and dependents psychiatrically hospitalized following a suicidal crisis. Within the context of PACT, Jordan's treatment included identifying and addressing distress related to minority stressors (externalized stigma, internalized transphobia, anticipated rejection, gender concealment) using gender-affirming best practices. Marked changes in Jordan's self-report measures from baseline to follow-up, as well as qualitative changes reported by Jordan, demonstrate that she felt comfortable, safe, and ready to be discharged from the inpatient unit after completing PACT treatment and gaining exposure to the skills necessary to help prevent and/or manage future suicidal crises. Treatment implications and recommendations for addressing suicide risk within the context of gender-affirming care and prevalent minority stressors are discussed.

#### **1.1.5 RAGSDALE, KATIE A., ET AL.**

Psychobiological Treatment Response to a Two-Week Posttraumatic Stress Disorder and Mild Traumatic Brain Injury Integrated Treatment Program: A Case Report

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 287-298p.**

Posttraumatic stress disorder (PTSD) and traumatic brain injury (TBI) demonstrate high prevalence and comorbidity among post-9/11 veterans. Veterans with this comorbidity often present with multiple co-occurring healthcare needs and increased clinical complexity. The current case report describes the clinical presentation of a veteran with mild TBI and PTSD, both before, during, and after treatment within a multidisciplinary 2-week intensive outpatient program involving prolonged exposure, evidence-based PTSD treatment, and Cognitive Symptom Management and Rehabilitation Therapy, evidence-based treatment for postconcussive symptoms. Mr. A was a 25-year-old White, transgender male who presented with a complex mental health history. At intake, presenting complaints included anxiety,



panic attacks, nightmares, and depression secondary to military sexual trauma, as well as reported cognitive difficulties secondary to a concussion. He met current criteria for PTSD as well as panic disorder with agoraphobia. Head injury history consisted of a motor vehicle collision with less than 30 seconds loss of consciousness, brief posttraumatic amnesia, and alterations of consciousness. Mr. A demonstrated habituation during individual exposure sessions as assessed via skin conductance during imaginal exposures and decreased subjective ratings during in vivo exposures, as well as a decrease in trauma-potentiated startle response to trauma cues. Posttreatment data indicates significant reduction in neurobehavioral, posttraumatic stress, and depression symptoms and significant improvement in subjective cognitive functioning. The current findings support the feasibility and efficacy of short-term integrated treatment for complex clinical presentations and the need for larger scale research investigating combined PTSD and TBI intervention.

#### **1.1.6 RANDALL KRISTINA N., ET AL.**

A Self-Monitoring Intervention to Improve the Self-Determination of Individuals With Intellectual and Developmental Disability in a Postsecondary Educational Program

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 124-136p.**

Self-determination skills are critical for improving life outcomes for individuals with intellectual or developmental disabilities (IDD). The recent growth of postsecondary education (PSE) programs for those with IDD has provided additional opportunities for teaching self-determination skills. This study used a multiple probe across participants design with six individuals with IDD. The intervention consisted of a self-determination choice-making curriculum along with the use of a self-monitoring checklist to increase self-determination skills. Data were analyzed using visual analysis. Results revealed gains in participants' knowledge of choice-making steps with moderate effect size gains. Implications for practice and future research are discussed.

#### **1.1.7 MORRIS SAMUEL L.,**

Applying the evolutionary theory of behavior dynamics to model the subtypes of automatically reinforced self-injurious behavior

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.56(2), SPRING 2023, 442-457p.**

The delineation of the subtypes of automatically reinforced self-injurious behavior improved the utility of functional analysis results in predicting treatment efficacy. However, the mechanisms underlying subtype differences remain unclear and difficult to study in clinical populations. Morris and McDowell (2021) attempted to elucidate subtype differences by developing and evaluating models of the subtypes within the evolutionary theory of behavior dynamics. In the current study, we applied techniques from precision medicine to further evaluate the models developed by Morris and McDowell. This evaluation highlighted shortcomings of the existing models and suggested ways they could be improved. Thus, we conducted more extended modeling within the framework of precision medicine to identify models that were more quantitatively similar to available clinical data. Improved models that more closely approximate clinical data were identified. The implications of these models for research, practice, and further applications of the evolutionary theory of behavior dynamics are discussed.

### 1.1.8 YANG, CHANG-JIANG, ET AL.

The Impact of Children Behavior on Depressive Symptoms among Parents of Children with ASD: The Mediating Role of Mindfulness and Perceived Social Support

**JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.16(2), 2023, 92-113p.**

**Background:** Behavior problems of children with autism spectrum disorder (ASD) bring many difficulties and stress to their parents, thus increasing their risk of depression. Recent studies have shown that the mindfulness and perceived social support may play significant roles in improving the depression of these parents as well as relieve their boundary of stress. However, related research conducted under the context of Mainland China is still limited, and no studies have yet explored the mediating effect of mindfulness and perceived social support on the relationship between behavior of children with ASD and depressive symptoms of parents in Mainland China.

**Objective:** The present study aimed to examine the relationship between behavior problems of children with ASD and parents' depressive symptoms in Mainland China and focused on whether mindfulness and perceived social support may act as mediators in the association between child behavior problems and parents' depressive symptoms.

**Method:** Participants were 286 Chinese parents of children with ASD. The Strengths and Difficulties Questionnaire (SDQ), the Center for Epidemiological Studies–Depression Scale (CES-D), the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R), and the Interpersonal Support Evaluation List-12 (ISEL-12) were adopted to assess: child behavior problems, parental depressive symptoms, individual differences in mindfulness and perceived social support.

**Results:** The direct effects of child behavior problems on parental depressive symptoms was statistically significant (direct effect = 0.137, SE = 0.043,  $p = .002$ ). Child behavior problems also showed a significant indirect effect on parental depressive symptoms through mindfulness (indirect effect = 0.097, SE = 0.025,  $p < .001$ ) and perceived social support (indirect effect = 0.088, SE = 0.023,  $p < .001$ ).

**Conclusions:** Two variables, mindfulness and perceived social support both played a mediating role in the influence of child behavior problems on parents' depressive symptoms. Parental depressive symptoms were significantly related to child behavior problems. Consistent with previous studies across diverse cultural backgrounds, the results of this study showed that the relationship between child behavior problems and parents' depressive symptoms was, in part, mediated by mindfulness and perceived social support of parents. Mindfulness interventions and effective social support for parents of children with ASD may be needed to help parents raise their children and relieve depressive symptoms.

### 1.1.9 WEEKS SEAN N., ET AL.

Validating the Structure of Proximal and Distal Factors within the Sexual Minority Adolescent Stress Inventory

**JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, VOL.41(2), 2023, 136-152p.**

Minority stress theory is a model for understanding health disparities among sexual minorities, defined as those who experience a level of same-sex attraction, identity, or behavior. Methods for assessing minority stress among youth included only adult measures until the development of the Sexual Minority Adolescent Stress Inventory (SMASI). The SMASI appears to be a robust scale in its ability to measure specific stressors and global minority stress among adolescents; however, it does not measure the domain-level constructs of proximal and distal stress, which are integral features of the underlying theory. This study

tests the psychometric defensibility of including these domain-level factors within an updated SMASI measurement model. Results provide evidence for the structural validity of the proximal and distal domains within the SMASI measurement model and suggest this updated model has more informational value than the original model for capturing minority stress.

#### **1.1.10 PASTOR DENA A., ET AL.**

Development and Internal Validity of the Student Opinion Scale: A Measure of Test-Taking Motivation

**JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, VOL.41(2), 2023, 209-225p.**

In low-stakes testing contexts, there are minimal personal consequences associated with examinee performance. Examples include assessments administered for research, program evaluation, test development, and international comparisons (e.g., Programme for International Student Assessment [PISA]). Because test-taking motivation can suffer in low-stakes conditions, the Student Opinion Scale (SOS) is commonly administered to measure test-taking effort and how personally important the examinee feels it is to do well on the test. Although popular, studies of the scale's internal validity yield conflicting findings. The present study critically evaluates the creation of the SOS and considers its factor structure across six samples of college students differing in their college experience level and version of the SOS administered. Because findings only support the internal validity of the effort subscale, further study and development of the importance subscale is recommended.

#### **1.1.11 KING PAUL R., ET AL.**

Feasibility and acceptability of a brief intervention to improve mild traumatic brain injury recovery: Problem-solving training-concussion

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 135-145p.**

**Objective:** Mild traumatic brain injuries (mTBIs) are common among Veterans. Although the majority of neurobehavioral symptoms resolve following mTBI, studies with Veteran samples demonstrate a high frequency and chronicity of neurobehavioral complaints (e.g., difficulties with attention, frustration tolerance) often attributed to mTBI. Recent opinions suggest the primacy of mental health treatment, and existing mTBI practice guidelines promote patient-centered intervention beginning in primary care (PC). However, trial evidence regarding effective clinical management in PC is lacking. This study evaluated the feasibility and acceptability of a brief, PC-based problem-solving intervention to reduce psychological distress and neurobehavioral complaints.

**Research Method/Design:** Mixed method open clinical trial of 12 combat Veterans with a history of mTBI, chronic neurobehavioral complaints, and psychological distress. Measures included qualitative and quantitative indicators of feasibility (recruitment and retention metrics, interview feedback), patient acceptability (treatment satisfaction, perceived effectiveness), and change in psychological distress as measured by the Brief Symptom Inventory-18.

**Results:** The protocol was successfully delivered via in-person and telehealth treatment modalities (4.3 sessions attended on average; 58% completed the full protocol). Patient interview data suggested that treatment content was personally relevant, and patients were satisfied with their experience. Treatment completers described the intervention as helpful and reported corresponding reductions in psychological distress ( $ES = 1.8$ ). Dropout was influenced by the onset of the COVID-19 pandemic.

**Conclusions/Implications:** Further study with a more diverse, randomized sample is warranted.

#### **1.1.12 BAKULA, DANA M., ET AL.**

Parent psychosocial adjustment to inpatient pediatric rehabilitation, and the role of uncertainty and self-care

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 146-154p.**

**Purpose/Objective:** The stressors experienced by parents of children admitted for inpatient rehabilitation likely place parents at high risk for poor psychosocial adjustment; however, no research to date has described parent adjustment during the acute phase of a child's inpatient rehabilitation hospitalization. The present study evaluates parent adjustment processes through the lens of the transactional stress and coping model by assessing a specific cognitive process (i.e., illness uncertainty) and coping methods (i.e., self-care), which may influence parent adjustment during the inpatient rehabilitation.

**Research Method/Design:** Forty-two parents (47.6% White, 86% female) of children newly admitted to a pediatric inpatient rehabilitation hospital were recruited. Parents completed self-report measures of demographics, illness uncertainty, self-care, and depressive, anxious, and posttraumatic stress symptoms.

**Results:** Sixty-six percent of parents reported clinically significant symptoms in at least one domain of distress. Illness uncertainty accounted for 22.2%–42.4% of the variance in parent distress symptoms, after controlling for parent and child age, parent trauma history, and income. Self-care accounted for 35.1%–51.9% of the variance in parent distress symptoms, when accounting for parent and child age, parent trauma history, and income.

**Conclusions/Implications:** More than half of parents endorsed clinical elevations in anxiety, depression, and/or posttraumatic stress. Illness uncertainty and self-care are likely very important clinical topics to discuss with parents. Future research should seek to not only assess how parent distress changes across time, but also how other cognitive processes, as well as environmental and family factors influence the parent adjustment process.

#### **1.1.13 BARCHUS, REBECCA, ET AL.**

“Kind of empowered”: Perceptions of socio-emotional development in children driving ride-on cars.

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 155-163p.**

**Purpose/Objective:** Early powered mobility (PM) experiences can be essential facilitators of self-initiated mobility, socialization, and exploration for young children with disabilities. Cerebral palsy (CP) and developmental delay are two of the most common diagnoses associated with motor disability in young children with 1 in 345 children diagnosed with CP and 1 in 6 with developmental delay in the US. The purpose of this study was to explore the longitudinal experiences and caregiver perceptions of socio-emotional development in particular, in young children with disabilities during modified ride-on car (ROC) use.

**Research Method/Design:** A qualitative, grounded theory approach was used. Semi-structured interviews were conducted with 15 families (children ages 1–4 with CP or developmental delay) at baseline, 6 months (as able due to COVID), and 1 year following ROC introduction. Data were coded independently by three researchers using constant comparison until data saturation occurred and themes emerged.

**Results:** Four themes emerged from the data: “Leveling the Playing Field,” “Breaking Down Barriers,” “Fun and Work: ROC as Toy and Therapy Device,” and “Mobility is a Pathway to Autonomy.”

**Conclusions/Implication:** Children and caregivers viewed ROCs as both fun and therapeutic, consistently identifying perceived benefits for children’s socio-emotional development. This qualitative study provides a better understanding of the complexities and impact of ROCs on

children and their families in the socio-emotional domain and may help facilitate clinical decision-making when introducing PM to young children with disabilities as part of a multimodal approach to early intervention.

#### 1.1.14 BEANDENBARG, PIM, ET AL.

Psychosocial factors of physical activity among people with disabilities: Prospective cohort study

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 164-173p.**

**Purpose/Objective:** This study aimed to (a) explore the associations between psychosocial factors and physical activity behavior in people with physical disabilities and/or chronic diseases, both between and within persons over time; and (b) examine whether these associations differ for people initiating and people maintaining physical activity behavior.

**Research Method/Design:** Data of 1,256 adults with physical disabilities and/or chronic diseases enrolled in the prospective cohort study Rehabilitation, Sports, and Active lifestyle (ReSpAct) were analyzed. Self-reported physical activity and four main psychosocial factors (i.e., self-efficacy, attitude, motivation, social support) were measured with questionnaires 3–6 weeks before discharge (T0) and 14 (T1), 33 (T2), and 52 (T3) weeks after discharge from rehabilitation. Hybrid multilevel regression models (corrected for age, sex, education level, diagnosis, counseling support) were used.

**Results:** Multivariable significant between-subject associations were found for self-efficacy (std  $\beta = .094$ ; 95% CI [0.035, 0.153]) and intrinsic motivation (std  $\beta = .114$ ; [0.036, 0.192]). Multivariable significant within-subject associations were found for identified regulation (std  $\beta = -.038$ ; [-0.072, -0.005]) and intrinsic motivation (std  $\beta = .049$ ; [0.016, 0.082]). Effect modification of initiating or maintaining physical activity was found for the between-subject association of attitude ( $p = .035$ ). No significant associations were found for social support, amotivation, external regulation, and introjected regulation.

**Conclusion/Implications:** This study is the first that explored the between- and within-subject associations between psychosocial factors and physical activity over time in a large cohort of adults with physical disabilities and/or chronic diseases. The findings indicate the importance of intrinsic motivation, identified regulation, and self-efficacy in initiating and maintaining physical activity behavior.

#### 1.1.15 CONNELL, EMMA M. & OLTUIS, JANINE

Mental health and physical activity in SCI: Is anxiety sensitivity important?

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 174-183p.**

Compared to research conducted with nondisabled samples, little is known about the relation between mental health and physical activity (PA) in individuals with a spinal cord injury (SCI). Despite this population being more at risk of experiencing anxiety and depression and less likely to engage in PA, few studies have investigated other factors that may impact this association in this population such as anxiety sensitivity (AS). AS is a fear of physiological arousal sensations, and importantly has been shown to be negatively associated with PA in people without disabilities. It is unknown if the changes to how one experiences physiological sensations after a SCI impacts the relation between AS and PA.

**Objective:** This study investigated which forms of PA are predicted by anxiety and depression and whether AS is predictive of PA in this population.

**Research Method:** 98 participants with a SCI (both paraplegia and tetraplegia) completed an online questionnaire that had measures of PA, AS, and anxiety and depression. Results: It

was found that symptoms of anxiety were significantly associated with mild-intensity PA. Interestingly AS was positively associated with moderate-intensity PA.

**Conclusions:** The results of this study show that the relation between mental health and PA in this sample may not mirror what has been found in people without disabilities. More research is needed to replicate these findings as well as to investigate other potential mechanisms that may be relevant for people with a SCI.

#### **1.1.16 ZAPATA, MERCEDES A. & WORRELL FRANK C.**

Disability self-worth and personal meaning relate to psychosocial functioning among employed U.S. adults with LD and ADHD

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 184-193p.**

**Purpose/Objective:** Personal disability identity (PDI) refers to disability self-concept and includes various attitudes toward disability. In this study, we examined whether the PDI attitudes of disability self-worth and personal meaning were predictors of psychosocial functioning.

**Method/Design:** Using hierarchical regression to control for sociodemographic and disability characteristics, we examined the unique contributions of these two PDI attitudes to life satisfaction, anxiety/depression, and general self-efficacy in a sample of 1,203 employed U.S. adults with LD and/or ADHD.

**Results:** PDI attitudes (disability self-worth and personal meaning) explained significant additional variance on both outcomes, after accounting for control variables. Results indicated that (a) self-worth ( $\beta = -.25, p < .001$ ) and personal meaning ( $\beta = -.24, p < .001$ ) were negatively associated with anxiety/depression, (b) self-worth was positively associated with general self-efficacy ( $\beta = .31, p < .001$ ), and (c) personal meaning was positively associated with life satisfaction ( $\beta = .30, p < .001$ ).

**Conclusions/Implications:** Present findings suggest that disability identity is worthy of attention in research on neurodevelopmental disabilities.

#### **1.1.17 CUMMING, MICHELLE M., ET AL.**

Executive Function Profiles of Kindergarteners and First Graders at Risk for Emotional and Behavioral Disorders

**EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 294-313p.**

Executive function (EF), a set of neurocognitive processes, is central to students' emotional and behavioral well-being. Despite students with emotional and behavioral disorders (EBD) being at risk for negative long-term outcomes, there is a paucity of EF research with students at risk for EBD in early elementary school, an important identification and intervention period. Thus, we conducted a cross-sectional latent profile analysis with a sample of 1,154 kindergarteners and first graders identified as at risk for EBD to determine whether unique EF profiles existed and the extent to which profile membership was related to distinct patterns of functioning. Results indicated a theoretically supported, three-profile solution of mildly, moderately, and clinically at-risk EF profiles. Differences between EF profiles were noted such that students with moderately and clinically at-risk EF profiles demonstrated more problematic behaviors, less social competence, and greater language difficulties. We discuss implications for early identification, intervention efforts, and future research.

## 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 SEALE, JANE

It's not all doom and gloom: What the pandemic has taught us about digitally inclusive practices that support people with learning disabilities to access and use technologies

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 218-228p.**

**Background:** The aim of this study was to examine whether and how people with learning disabilities were being supported to use technologies to keep connected and stay well during the pandemic.

**Methods:** Thirty-eight people in a range of support roles were interviewed about their experiences of trying to support people with learning disabilities to use technologies during the pandemic with a particular focus on the difficulties experienced by learning disabilities and the practices that supporters developed to try to overcome these difficulties.

**Findings:** Findings revealed examples of digital exclusion, where people with learning disabilities were not able to use technology. The three main barriers to digital inclusion were cost, access and environment. The findings also revealed examples of digital inclusion, where those in support roles worked to overcome these barriers. These digitally inclusive support practices can be characterised as 'possibility focused'. Possibility focused support has four key components: creativity, resilience, risk-management and shared decision-making.

**Conclusion:** The pandemic has shown us that it is important to support people with learning disabilities to use technologies. It is important that we learn from the experiences of those supporters who helped people with learning disabilities access and use technologies during the pandemic, so that digitally inclusive support practice is shared more widely and more people with learning disabilities are supported to be digitally included beyond the pandemic.

### 1.2.19 SAFARI MUGULA CHRIS, ET AL.

Digital technology design activities—A means for promoting the digital inclusion of young adults with intellectual disabilities

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 238-249p.**

**Background:** Information and communication technology has become an important aspect of everyday life, including community living and social participation. However, people with intellectual disabilities face several societal inequalities, including digital exclusion. Even if people with intellectual disabilities still do not have the same access as others, this group is increasingly involved in digital technology design activities. Although digital technology design activities can lead to several user gains, little is known about how such activities affect digital inclusion. Therefore, we explore whether and how participation in digital technology design activities can support the digital inclusion of young adults with intellectual disabilities.

**Methods:** We interviewed seven young adults with intellectual disabilities about their participation in ten digital technology design sessions. We also collected reflective notes from eight support workers who participated in the same design activities. The interviews were analysed thematically.

**Findings:** Thematic analysis generated four themes describing how participation in technology design activities can support the digital inclusion of people with intellectual disabilities: improving digital skills and knowledge, displaying skills and competence, increased interest in technology use, and influencing and adapting technology.

**Conclusions:** Participation in digital technology design activities with support workers can



provide new opportunities for young adults with intellectual disabilities and can help overcome several digital activity barriers. Designers and researchers should increasingly, and actively involve people with intellectual disability in digital technology design activities as it can support and promote digital inclusion.

#### **1.2.20 WEBER, DITTE LYSTBAEK ET AL.**

Developing visual tangible artefacts as an inclusive method for exploring digital activities with young people with learning disabilities

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 250-259p.**

**Background:** Young people with learning disabilities use many digital technologies to undertake meaningful and social activities in their everyday lives. Understanding these digital activities is essential for supporting their digital participation. Including them in exploring their digital activities can be challenging with conventional qualitative research methods, because digital activities are a complex and abstract topic to discuss, particularly for people with learning disabilities. In this paper, we present the rationale for developing and using visual tangible artefacts (VTAs) to include young people with learning disabilities in exploring their digital activities.

**Methods:** We devised a suite of VTAs to engage young people (aged 14–27 years) with learning disabilities in exploring their digital activities via interviews, diaries, and workshops. The VTAs comprised Talking Mats (TMs), probing with technology, digital snapshots and inspiration cards.

**Findings:** Our significant methodological findings were that VTAs are useful for exploring digital activities with young people with learning disabilities. TMs and probing with technology can engage participants to map, recall and explain their digital activities. Digital snapshots are valuable for validating findings with participants, and inspiration cards aid perspectives about digital aims. Although communication and abstract representations can be challenging for people with learning disabilities, VTAs that combine familiar, simple, intuitive, individualised, rewarding elements and collaboration with participants proved valuable for exploring their digital activities.

**Conclusion:** We concluded that VTAs are inclusive tools for exploring the digital activities of and with young people with learning disabilities. The VTAs allowed access to conversations, information and insights that are not obtainable otherwise. As such, the VTAs may be regarded as a new model for inclusive research in the field of disability and technology studies.

#### **1.2.21 PEARSON, JAMIE N., ET AL.**

Best FACES Forward: Outcomes of an Advocacy Intervention for Black Parents Raising Autistic Youth

**EXCEPTIONALITY, VOL. 31(2), MAY 2023, 135-148p.**

Despite increased diagnostic prevalence, Black parents raising autistic youth still experience additional and unique barriers to accessing and using autism-related services compared to their non-Black peers. Increasing parent advocacy capacity may be one way to reduce these disparities. This efficacy study examined the effects of the FACES advocacy program on advocacy capacity for Black parents raising autistic youth. Authors used a quasi-experimental research design that compared pretest and posttest measures for 16 Black parents raising autistic youth. Intervention participants demonstrated increases in family empowerment,

school communication, and perceptions of advocacy ability. Findings offer emergent evidence of advocacy programs for Black families raising autistic youth.

#### **1.2.22 PARK, MIN., ET AL.**

Parent-Assisted Social Skills Training for Children With Autism Spectrum Disorder: PEERS for Preschoolers

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 80-89p.**

The establishment of reciprocal friendships is a challenge for many individuals with autism spectrum disorder (ASD). Social interaction difficulties emerge early, persist throughout development, and have widespread functional impact. As such, interventions focused on social functioning are needed in early intervention programs. This two-part study evaluated the outcomes of a parent-assisted social skills training (SST) program for young children with ASD. The intervention is a downward extension of the Program for the Education and Enrichment of Relational Skills (PEERS(R)), which is one of the few evidence-based SST programs for adolescents and young adults with ASD. Modifications included developmentally appropriate social skills, greater parent involvement, and behavioral strategies embedded in play-based activities. Results reveal improvements in parent ratings of social responsiveness, social cognition, and social motivation, as well as decreased (a) restricted/repetitive behaviors and interests and (b) problem behaviors. Results are promising and encourage further evaluation of this SST curriculum.

#### **1.2.23 TORRES, AYSE, ET AL.**

Self-Determination Development Among College Students With Intellectual and Developmental Disabilities: A Longitudinal Study

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 80-89p.**

Students with intellectual and developmental disabilities (IDD) who attend inclusive postsecondary education (IPSE) programs gain many new and beneficial skills, including independent living, social, and employability skills. Another skill set that may be strengthened by attending an IPSE program is self-determination. There is limited research available identifying the impact of IPSE programs on self-determination growth. We addressed this gap by using a longitudinal study designed to examine the changes in self-determination levels of students with IDD across 3 years in an IPSE program. Data collected from 23 students with IDD at 4 points of time within 3 years showed that there was an increasing trend in students' self-determination levels at the end of each year. The difference was highly significant between the baseline and the end of the third year. This suggests that IPSE programs can play a critical role in the improvement of the self-determination levels in students with IDD. Implications and future research are discussed.

#### **1.2.24 DEL ROSARIO, CHELO, ET AL.**

Parent-child interaction and developmental outcomes in children with typical and elevated likelihood of autism

**INFANT BEHAVIOR & DEVELOPMENT, VOL.71(4), MAY 2023, 1-14p.**

**Background:** Early parent-child interactions have a critical impact on the developmental outcomes of the child. It has been reported that infants with a family history of autism and

their parents may engage in different patterns of behaviours during interaction compared to those without a family history of autism. This study investigated the association of parent-child interactions with child developmental outcomes of those with typical and elevated likelihood of autism.

**Method:** This longitudinal study investigated the relationship between global attributes of parent-child interaction and the developmental outcomes of infant siblings with elevated likelihood (EL: n = 29) or typical likelihood (TL: n = 39) of developing autism. Parent-child interactions were recorded during a session of free-play when the infants were six months of age. Developmental assessments were carried out when the children were 12 and 24 months of age.

**Results:** The intensity of mutuality was significantly higher in the TL group than in the EL group, and developmental outcomes were poorer in the EL group when compared to the TL group. Positive associations between parent-child interaction scores at six months and developmental outcomes at 12 months were observed only in the TL group. However, in the EL group, higher levels of infant positive affect and attentiveness paid to the caregiver is associated with lower autism symptoms. Due to the sample size and design of the study, the findings must be viewed as indicative.

**Conclusion:** This preliminary investigation demonstrated differences in the association between parent-child interaction quality and developmental outcomes for children with typical and elevated likelihood for autism. Future studies should combine micro-analytic and macro-analytic approaches to parent-child interaction to further examine the nature of this relationship.

#### **1.2.25 KAHNG, SUNG WOO, ET AL.**

An individualized approach to teaching adults with autism to successfully navigate job interviews via remote instruction

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.56(2), SPRING 2023, 352-364p.**

Adults with autism spectrum disorder (ASD) experience challenges securing employment, which may partially explain overall underemployment or unemployment in this population. One of the first steps to obtaining employment is participating in a job interview. However, social communication deficits may interfere with an individual with ASD's participation in a job interview. The current study evaluated the use of behavioral skills training delivered via remote instruction to teach interview skills to seven adults with ASD. Results showed overall improvement during interviews as well as posttraining tests with a career development expert. These data suggest that an individualized approach to teaching may be an effective strategy to help adults with ASD successfully navigate job interviews.

#### **1.2.26 SAPIETS, SUZI J., ET AL.**

Families' Access to Early Intervention and Supports for Children With Developmental Disabilities

**JOURNAL OF EARLY INTERVENTION, VOL.45(2), 2023, 103-121p.**

Early intervention (EI) provision is critical for families who have children with developmental disabilities (DD), but existing evidence suggests accessing EI is not always straightforward. The purpose of this study was to provide a comprehensive description of access to various EI supports (e.g., professionals, services, interventions) for families of young children with suspected or diagnosed DD across the United Kingdom and to

investigate perceived ease of access to support, unmet need for support, and barriers and facilitators of access to support. Overall, 673 parental caregivers of children aged 0 to 6 years with suspected or diagnosed DD (e.g., developmental delay, intellectual disability, autism) completed our survey anonymously. Across education, health, and social care, services accessed the most were pediatrics (N = 569, 84.5%), speech and language (N = 567, 84.2%), and general medical practice (N = 530, 78.8%). However, only 18.9% (N = 127) accessed packaged interventions. More than three-quarters (N = 508, 75.5%) reported an unmet need for early support, indicating a mismatch between the availability and capacity of services and demand for support. Parents also reported common barriers (e.g., obstructive services and unhelpful professionals) and facilitators (e.g., supportive and competent professionals, enabling parent factors) of access. Implications for policy, practice, and research are discussed.

### **1.2.27 SCHOOP-KASTELER, NOEMI, ET AL.**

Social Status of Students with Intellectual Disabilities in Special Needs Schools: The Role of Students' Problem Behavior and Descriptive Classroom Norms

**JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.16(2), 2023, 67-91p.**

**Introduction:** Individual social status among peers (i.e., acceptance and rejection) has important implications for students' social and academic development. The present study investigates the role of individual problem behavior and classroom norms in the development of acceptance and rejection among students with intellectual disabilities (ID) in special needs schools.

**Methods:** School staff reported on problem behavior and social status of 1125 students with ID (M = 11.26 years, SD = 3.76; 31% female) in special needs schools at the beginning and end of a school year.

**Results:** More individual problem behavior at the beginning of the year predicted students' lower acceptance and greater rejection at the end of the year, controlling for earlier problem behavior and other variables. The effect of problem behavior was independent of the prevailing classroom norms.

**Conclusion:** Our findings show that behavioral problems pose a risk for social exclusion of students with ID among their peers in special needs settings.

### **1.2.28 GOOD, DAWN & GALLANT CAITLYN**

Predictors of Mental Health Service Use among Children and Adolescents with and without Neurodevelopmental Disorders

**JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.16(2), 2023, 142-161p.**

**Introduction:** Compared to their neurotypical peers, children and adolescents with neurodevelopmental disorders (NDs) experience worse mental health outcomes, including greater service use and functional impairment. Few studies, however, have examined the neurodevelopmental contributions to mental health complexity among those seeking community-based mental health services.

**Methods:** Archival data from a publicly-funded mental health center was used to test the generalizability of a path model predicting service use among those with (n = 66) and without (n = 97) NDs.

**Results:** Those with NDs were found to experience more symptoms and had greater service

use than those without NDs, and there were notable differences in the predictive pathways across groups. Specifically, the paths from internalizing challenges, early life adversity, and biological sex were only significant among the ND group.

**Conclusions:** These findings indicate that neurodevelopmental status is an important moderator of mental health outcomes that warrants consideration when treating complex cases.

#### **1.2.29 WALKER, VIRGINIA L., ET AL.**

Video Performance Feedback and Video Self-Monitoring to Improve Systematic Instruction Implementation for Pre-Service Teachers

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(2), JUNE 2023, 174-186p.**

Although special education teachers are expected to implement evidence-based practices, teachers of students with extensive support needs have reported challenges in identifying and implementing effective practices to meet the unique needs of their students. Systematic instruction has been identified as an evidence-based practice for students with extensive support needs and can be used to support students across a wide range of skill domains. We used an experimental pretest–posttest design to examine the effectiveness of two training approaches, video performance feedback and video self-monitoring, on the implementation of systematic instruction among pre-service special education teachers. Overall, both approaches resulted in improved implementation of systematic instruction by pre-service special education teachers and were viewed as socially valid. We present directions for future research and implications for practice in special education teacher preparation.

#### **1.2.30 MAO SHIH-YAO, ET AL.**

The associations of theory of mind with both general and theory-of-mind-related social interaction in children with autism spectrum disorder

**RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL. 102, JUNE 2023, 1-9p.**

**Background:** Theory of mind (ToM) appears to be associated with social interaction impairment in children with autism spectrum disorder (ASD). However, limited studies have examined the relationship between ToM and social interaction in children with ASD by separating social interaction into general and ToM-related categories. Therefore, this study examined whether ToM was a predictor of general and ToM-related social interaction in children with ASD, controlling for symptom severity and verbal comprehension.

**Method:** A total of 135 children with ASD (mean age:  $8.41 \pm 1.73$  years old) and their caregivers participated. Children were assessed with the Theory of Mind Task Battery, Vineland Adaptive Behavior Scales–Socialization domain, and Interactive Scale of Social Skills Questionnaire–Parent form.

**Results:** The correlational findings revealed moderate correlations of ToM with general and ToM-related social interaction ( $r = 0.557$  and  $r = 0.464$ ,  $p < .001$ ). Symptom severity and verbal comprehension were also moderately correlated with general ( $r = -0.584$  and  $r = 0.497$ , all  $p < .001$ ) and ToM-related ( $r = -0.507$  and  $r = 0.491$ , all  $p < .001$ ) social interaction. The two hierarchical regression models further showed that ToM predicted both general ( $p = .002$ ) and ToM-related social interaction ( $p = .038$ ) when symptom severity and verbal comprehension were controlled for.

**Conclusions:** Conclusively, ToM was found to be a significant predictor of both general social interaction and ToM-related social interaction. The findings of this study highlight the

importance of ToM in planning assessment and intervention for general and ToM-related social interaction in children with ASD.

### 1.2.31 BENEYTEZ CARMEN

Intolerance-of-uncertainty and anxiety as serial mediators between emotional dysregulation and repetitive patterns in young people with autism

**RESEACH IN AUTISM SPECTRUM DISORDERS, VOL. 102, JUNE 2023, 1-12p.**

**Background:** Previous research on anxiety in autism has largely focused on direct relationships. The overlap between symptoms of autism and anxiety and the influence that transdiagnostic variables exert on them make necessary explanatory models that consider all the factors involved in the triggering and maintenance of anxiety and its expression through typical features of autism.

**Method:** The main objective of this study was to examine the relationship between two transdiagnostic mechanisms (emotional dysregulation (ED) and intolerance of uncertainty (IU)) and repetitive and restricted patterns (RRP) and the role that anxiety has in this relationship. IU and anxiety were configured as serial mediators between ED and two subtypes of restricted patterns: sameness behaviors and sensory over-responsiveness. The sample included 87 children and adolescents on the autism spectrum aged from 6 to 18 years. Variables were assessed using a number of well-known outcome measures.

**Results:** The results of our simple mediation model show that the indirect effect of anxiety is higher between transdiagnostic variables and sensory over-responsiveness than between transdiagnostic variables and sameness behaviors. Our model suggests that ED predicts sameness behaviors and sensory over-responsiveness through the serial indirect effect of IU and anxiety.

**Conclusions:** Our findings contribute to clarify the role that anxiety and transdiagnostic mechanisms may play on RRP and may have important implications for the assessment and treatment of anxiety in people with ASD.

### 1.2.32 SIVORI, TAYLOR T., ET AL.

Caregivers' views on cannabis use for their children with autism

**RESEACH IN AUTISM SPECTRUM DISORDERS, VOL. 102, JUNE 2023, 1-7p.**

**Background:** Autism is a neurodevelopmental disorder impacting 1 in 44 children that is characterized by decreased social communication and problem behaviors. Despite the increasing accessibility of cannabis, there is limited guidance about its use and usefulness for autism. The purpose of this study is to query caregivers of autistic children about their experience, knowledge and interest in medical cannabis use for their children.

**Method:** Survey methodology was used to query caregivers of autistic children between ages five to ten years. Informants recruited through a large children's hospital in New Jersey and the Autism Speaks website. Descriptive analyses of frequencies and percentages are reported and relationships among socio-demographic variables and survey responses were conducted.

**Results:** Of the 4385 surveys sent, 568 responded. Informants were primarily white or Latino, female, and without a college education. Most were not familiar with cannabis use in autism; 7.2 % had experience providing their child with cannabis. Information about cannabis was drawn mainly from the Internet. Eighty-five percent of participants reported that they were willing to try cannabis for their child with ASD to address difficulty focusing, hyperactivity, sensory sensitivities, and anxiety. About half of those respondents were concerned about interactions between cannabis and current medications.

**Conclusions:** Findings suggest a willingness among caregivers to use cannabis for their children with ASD, but a need for more informed guidance on this topic. More studies are needed to understand the utility of cannabis for autistic individuals; clear and reputable information about cannabis and ASD is needed.

### **1.2.33 PARK JINHEE, ET AL.**

Validation of the multiple disability multidimensional attitudes scale toward persons with disabilities

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 194-203p.**

**Purpose/Objective:** This study investigated the psychometric properties of a Multiple Disability Multidimensional Attitudes Scale Toward Persons with Disabilities (MD-MAS), focusing on four types of disabilities: anxiety disorder, autism spectrum disorder (ASD), blindness, and schizophrenia. We developed new vignettes describing the situation of interacting with an individual with each type of disability.

**Research Method/Design:** We recruited 991 participants from a crowdsourcing data collection tool (i.e., Prolific). Participants were randomly assigned to one of four online surveys depending on the disability type. Five MAS models were selected from the previous literature to conduct confirmatory factor analyses (CFA).

**Results:** CFA supported the German model of MAS with a four-factor structure (i.e., calm, negative affect, positive cognition, behavioral avoidance) as a good fit for the MD-MAS for four disability types. High internal consistency was found for four subscales across the disability types.

**Conclusions/Implications:** This study modified the original MAS to assess attitudes toward persons with different types of disabilities. The adequate reliability and fit of the factor structure of the MD-MAS same across the four disability types allow researchers to compare attitudes based on disability types. This will provide significant implications for research and practice in understanding the nature of different attitudes by disability types.

### **1.3 Special Education**

#### **1.3.34 CHINER ESTHER, ET AL.**

Digital inclusion in Spanish mainstream and special schools: Teachers' perceptions of Internet use by students with intellectual disabilities

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 195-204p.**

**Background:** Although there is research-based evidence on the educational potential of information and communication technologies as teaching and learning resources for schools, studies focused on the real benefits and risks associated with online activities of students with intellectual disabilities are still scarce. The purpose of this study was to describe and compare teachers' perspectives on this topic in relation to a school setting (mainstream and special schools), teaching specialty (general and special educators) and teaching level (primary and secondary education).

**Methods:** A cross-sectional survey design was conducted in which a sample of 208 general and special education teachers from mainstream and special schools participated. Participants had to respond to a questionnaire that included questions related to the opportunities and risks of the Internet and online safety.

**Findings:** Teachers perceive that the Internet is unsafe for students with intellectual disabilities and it entails more risks than benefits for these students. Such perceptions may determine the educational intervention, especially when the Internet has shown to be crucial during the coronavirus disease 2019 pandemic. Differences were found regarding school setting, teaching specialty and teaching level. The data reflect a lack of consensus regarding the potential benefit of digital inclusion for students with intellectual disabilities, based on the perception that the online environment is not safe for this population.

**Conclusion:** There is a need to train teachers on how to achieve the maximum educational potential of the Internet for these students, as well as to learn to implement strategies to prevent and manage online risks.

#### **1.3.35 FITZPATRICK, IMELDA & TRNINIC, MAJA**

Dismantling barriers to digital inclusion: An online learning model for young people with intellectual disabilities

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 205-218p.**

**Background:** There is a need for online learning programmes to be accessible for students with intellectual disabilities. Online learning has become an important means of continuing educational activities during the COVID-19 pandemic. Students with intellectual disabilities need to have access to online learning programmes that are suitable for non-readers and those with different literacy levels.

**Methods:** This study looked at The My Blossom Channel online learning assertiveness course and assessed the perceived increase in levels of confidence for 51 students with an intellectual disability. Pre and post programme self and support person reports were analysed for all the students along with direct observation data collected by the course facilitators.

**Findings:** The results indicate that increased levels of assertiveness were shown for participants who completed the course. Both the young person and their support person reported the experience was overall very positive and generalisation of some the skills to other settings were noted.

**Conclusion:** The model of online learning outlined in this paper demonstrates an example of



an accessible online learning model for people with intellectual disabilities. A number of factors were shown to be important in the success of this model including, role-play activities, modelling, scenarios, debate, immediate feedback, and peer interaction which emphasises praise and encouragement.

### **1.3.36 QUICK, NANCY A. ET AL.**

Teacher Extratextual Talk During Shared Reading with Students with Extensive Support Needs

**EXCEPTIONALITY, VOL. 31(2), MAY 2023, 85-101p.**

This descriptive study examined the extratextual utterances of 10 special education teachers as they engaged in shared reading with groups of their students with extensive support needs (ESN) in special education classrooms. The independent variables were grade band (i.e., elementary, middle, high) and students' expressive language (i.e., high versus low percentage of students who combine words, signs or symbols to communicate). The dependent variables included teachers' book-related extratextual utterances and book-related extratextual questions coded in five mutually exclusive categories (i.e., explicit reference, background only, integrated references, integrated background, and print related). Approximately half of teachers' extratextual utterances were book related, with explicit reference and background only questions composing 84.4% of all book-related questions. Cross-sectional comparisons of grade bands revealed no significant differences in the percentage of book-related, extratextual utterances or questions ( $p = .188$ ,  $n^2_p = .38$ ;  $p = .099$ ,  $n^2_p = .48$ , respectively). Cross-sectional comparisons of groups with high and low percentages of students who use language expressively revealed no significant differences for book-related, extratextual utterances or questions ( $p = .202$ ,  $g = .77$ ;  $p = .160$ ,  $g = .89$ , respectively). The implications for teacher practice in shared reading with students who have ESN are discussed.

### **1.3.37 LAYDEN, SALENA J., ET AL.**

Perceptions of 10 Special Education Administrators on Professional Development for Educators Working with Students with ASD

**EXCEPTIONALITY, VOL. 31(2), MAY 2023, 102-117p.**

Students with autism spectrum disorder (ASD) have complex and unique needs that can impact their success. Evidence-based practices (EBPs) have been identified that are effective with this population, yet educators may not be adequately prepared to implement such EBPs. Special education administrators are frequently responsible for developing and implementing professional development experiences to improve teacher performance for students with ASD, including implementing EBPs. This study focused on the experiences of 10 special education administrators who plan and implement professional development experiences for educators working with students with ASD. The implementation science model was used to provide a framework for the phenomenon. This article is the first of two reporting specifically on the competency drivers described in the implementation science model. Five themes were found from the interview data including a deep commitment to coaching; participant-centered training; systematic barriers to effective training; the gap of administrator knowledge and application; and the COVID-19 impact. Findings and implications are discussed.

### **1.3.38 ZARATE, KARY, ET AL.**

Special Education Teacher Leadership: Toward a Teacher Leadership Framework for

Professional Development

**EXCEPTIONALITY, VOL. 31(2), MAY 2023, 149-163p.**

Through the design of a survey and measure validation using exploratory factor analysis (EFA), we aimed to identify and define constructs required for special education teacher leadership that may inform the focus of professional development opportunities. Results of the analysis indicate a four-factor model is best suited for measuring special education teacher leadership capacity at the individual level. The teacher leadership domains that were defined through the EFA were as follows: (a) pedagogical confidence, (b) ethical considerations, (c) collaboration, and (d) assessment practices. Additionally, we identify differences between general and special education teacher identification of leadership skills, which can assist in targeting professional development to the specific needs of special education teachers that differ from general educators. Implications for research and professional development are presented to improve our understanding of and preparation of special teacher leadership. Through this work, we present a teacher leadership framework for the professional development of special education teacher leadership.

### **1.3.39 HANSEN, SARAH G., ET AL.**

Effects of a Peer-Mediated Joint Attention Intervention in an Inclusive Preschool Setting  
**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 71-79p.**

Joint attention, or shared attention to an object or event, is a pivotal skill for the development of social interactions and social communication. Joint attention typically develops in natural contexts within the first year of life. Children with autism spectrum disorder (ASD) and related developmental disabilities often experience difficulty developing joint attention. Clinical interventions to increase joint attention exist. However, there are limited studies investigating methods to incorporate joint attention interventions in inclusive preschool classrooms with peers as social partners. For young children in preschool settings, peer-mediated social skills interventions reflect natural contingencies and may promote generalization. In this study, we employed a single-case multiple baseline across child-peer dyads design to evaluate the effects of a peer-mediated joint attention intervention for children with or at risk for ASD on response to joint attention (RJA) from peer bids and initiations of joint attention (IJA) from target children with ASD. The intervention included direct instruction with a social narrative to teach three peers to initiate bids for joint attention to measure target children's responses. Target children later received the same direct instruction to increase IJA to same-age-peers. Results indicate increased target child RJA and IJA to peers. Limitations and implications for research and practice are discussed.

### **1.3.40 DUNCAN, AMIE, ET AL.**

School Challenges and Services Related to Executive Functioning for Fully Included Middle Schoolers With Autism

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 90-100p.**

The educational services available for fully included middle schoolers with autism spectrum disorder (ASD) in the general education setting in the United States are not well known. Even less is known about how the executive functioning (EF) deficits of such youth are addressed in the classroom. The current study sought to identify the challenges, including EF, that middle schoolers with ASD face, determine the services that they receive on their

Individualized Education Program (IEP), and also explore specific strategies used to build EF skills at school. A convenience data sample was obtained from focus groups with educational personnel (n = 15), and qualitative analyses of IEPs were conducted in middle schoolers with ASD with EF deficits (n = 23). Results confirmed that social communication and EF challenges are common. Multiple services and accommodations were identified, although EF challenges were rarely targeted on IEPs. Factors that may facilitate the success of EF strategies in the classroom are discussed.

#### **1.3.41 GARWOOD JUSTIN D.**

Special Educator Burnout and Fidelity in Implementing Behavior Support Plans: A Call to Action

**JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 84-96p.**

Special education teachers have one of the most challenging and stressful jobs in public education, which often leads to increased burnout. High levels of burnout have, in turn, been related to lower levels of fidelity of implementation in delivery of evidence-based behavior interventions. The purpose of this position paper is to (a) propose exploration of several potential malleable factors related to burnout of special educators serving students with and at risk for emotional and behavioral disorders, (b) link those suggestions to theoretical frameworks, (c) discuss the relation between burnout and fidelity, and (d) suggest measures that may be used to pursue this research, with the ultimate goal of helping the field discover means of intervention to remediate and prevent burnout.

#### **1.3.42 SCOTT LARON A., ET AL.**

Special Education Teachers of Color Burnout, Working Conditions, and Recommendations for EBD Research

**JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 97-108p.**

This article is in direct response to Garwood's call to action about burnout and the special education teacher workforce. While Garwood's call to action is critically needed, we contend that the call is incomplete as it lacks emphasis on factors linking sociocultural identity and burnout. Therefore, in this article, we discuss the significance of elevating sociocultural identity, specifically race and ethnicity, into research about special education teacher burnout. We argue that any research on special education teacher burnout that does not include race and ethnicity is overlooking the racialization of special education teachers' working conditions, and ultimately is incapable of addressing one of the most pressing issues in the special education field—retaining teachers of color. Recommendations for researchers to address sociocultural identities (i.e., race and ethnicity) in their research, specifically about special education teachers of color teaching students with emotional and behavioral disorders, are addressed.

#### **1.3.43 HERMAN, KEITH C., ET AL.**

School Leadership, Climate, and Professional Isolation as Predictors of Special Education Teachers' Stress and Coping Profiles

**JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 120-131p.**

Much recent literature has highlighted the stressful nature of teaching and its relations with teacher and student well-being. The present study extended this literature to focus on special education teachers. We first conducted a latent class analysis to characterize patterns of stress and coping among special education teachers (N = 404). Consistent with several prior studies with general education teachers and principals, we found three profiles: normative (high stress/high coping), maladaptive (high stress/low coping), and adaptive (low stress/high coping). Next, we examined school contextual predictors of these profiles including leadership characteristics (collegial, instructional), density of special education teachers (an indicator of professional isolation), and climate factors (teacher affiliation, school structure and support, safety, expectations). The maladaptive class was distinguished by a lower proportion of special education teachers, worse perceptions of school disciplinary structure and school safety, and higher academic expectations. The findings have implications for improving the burnout model presented in the special series overview and for creating school contexts that improve special education teacher well-being, persistence, and implementation fidelity.

#### **1.3.44 HIRSCH SHANNA E., ET AL.**

Fostering Social Support and Professional Learning for Special Educators: Building a Community of Practice

**JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 132-143p.**

Special educators working with students with emotional and behavioral disorders often report experiencing collegial isolation, exclusion from school communities, and high levels of burnout and stress. At the same time, many special educators have limited professional development and networking opportunities, which could mitigate these negative experiences. In response, we adapted Project Extension Community Healthcare Outcomes (ECHO) to connect and support special educators who work with students with emotional and behavioral disorders (EBD). The ECHO model creates a learning loop between a team of specialists and educators. Through participation in the ECHO, educators and specialists engaged in case-based learning and shared best practices for supporting students with EBD. We used a pre-post group design to examine how the ECHO model can address issues related to educator stress and emotional exhaustion while building a community of practice. Though participants agreed that ECHO creates a community of practice and experienced the program as beneficial, we found no statistically significant differences in participants' stress and emotional exhaustion between the pre/post survey. Our findings suggest that brief interventions are insufficient for addressing the complexities of teacher burnout.

#### **1.3.45 MENGSTIE, MISSAYE MULATIE**

Preschool teachers' beliefs and practices of developmentally appropriate practice (DAP)

**JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL.21(2), JUNE 2023, 121-132p.**

The purpose of this qualitative study was to explore preschool teachers' beliefs and practices on developmentally appropriate practices. The study sites are a mix of public and private preschools that are located in Gondar City, Ethiopia. From these study sites, six participants were purposively selected. Data were collected through in-depth interviews. Audio-recorded in-depth interviews were transcribed verbatim. Then the Amharic transcript was then translated into the English language and made ready for further thematic analysis. The results indicated a discrepancy between preschool teachers' beliefs and their actual classroom

practices of DAP. The participants reported strong beliefs about the importance of DAP for children's development and learning. However, they did not follow the DAP guides when teaching children. The preschool teachers attributed this discrepancy to external factors such as shortage of inputs, large class size, lack of parental support and administrative problems. Therefore, the Ministry of Education, policy makers, teacher training colleges and school administrators should design strategies that enable preschool teachers to practice their strong beliefs in implementing DAP in the classroom.

#### **1.3.46 COLLINS TIAN J., ET AL.**

Educator perceptions of free-flowing routines in early childhood education and care

**JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL.21(2), JUNE 2023, 147-161p.**

There is ongoing interest in free-flowing routines in early childhood education and care settings (ECEC), however little is known about educators' perceptions of free-flowing routines. Therefore, the aim of this study was to explore the perceptions of educators regarding free-flowing routines. A focus group and five semi-structured interviews were conducted. Four main themes were identified: learning outcomes, learning opportunities, team characteristics, and pedagogy and practice. Free-flowing routines may offer additional affordances for children's learning compared to structured routines, such as greater independence and agency for children, sustained time to engage in child-led learning, and deeper engagement in learning. Quality pedagogical practice was perceived as being highly important in free-flowing routines. It is recommended that ECEC settings implement an aspect of free-flowing routines for part, or all of the day, and be open to the learning opportunities that this may present for children. With further research, there is potential to better understand routines that best support children's learning and development in ECEC, as well as opportunities to influence national and international policy and curricula.

#### **1.3.47 KLINGEBEIL, DAVID A., ET AL.**

Comparing AimswebPlus to the Benchmark Assessment System for Universal Screening in Upper Elementary Grades

**JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, VOL.41(2), 2023, 194-208p.**

Early identification of students needing additional support is a foundational component of Multi-Tiered Systems of Support (MTSS). Due to the resource-intensive nature of implementing MTSS, it is critical that universal screening procedures are maximally accurate and efficient. The purpose of this study was to compare the classification accuracy of aimswebPlus reading scores to the Benchmark Assessment System scores. We used data from a mid-size city in Texas to retrospectively compare the classification accuracy between fall aimswebPlus reading composites to the Benchmark Assessment System scores when predicting student performance on the statewide reading test. When classification decisions were made based on the vendor-recommended cut-scores, both measures were insufficiently sensitive for screening in MTSS. Following aimswebPlus' recommended method for establishing local-cut scores improved the sensitivity of decisions, but the specificity values were well below minimally acceptable levels. Limitations, directions for future research, and implications for practice are discussed.

#### **1.3.48 NAH YONG-HWEE & NEO, HUI-MIN**

Influence of Rigid/Ritualistic Behavioral Profiles of Students With Autism Spectrum

Disorder on Special Education Teachers' Perceptions of Their Readiness for Supported Employment

**THE JOURNAL OF SPECIAL EDUCATION, VOL. 57(2), AUGUST 2023, 73-82p.**

This study examined the effects of rigid/ritualistic behaviors on special education teachers' perception of students with autism spectrum disorder (ASD) and their readiness for supported employment using vignettes featuring students with varying rigid/ritualistic behavioral profiles in vocational activity settings. Using a mixed-method design, the authors randomly assigned the sample of 111 teachers to one of three conditions, where they were told that the student has (a) a major negative reaction, (b) some negative reaction, or (c) no negative reaction. The teachers then rated whether the students would be ready for supported employment. Results indicated that teachers perceived students with major negative reaction to be less ready for supported employment and that the student's age influenced their perception. Teachers' qualitative feedback was also obtained. Implications are discussed.

### **1.3.49 MELINE, MCKENZIE, ETAL.**

Examining the Use of Video Analysis on Teacher Instruction and Teacher Outcomes

**THE JOURNAL OF SPECIAL EDUCATION, VOL. 57(2), AUGUST 2023, 83-93p.**

The purpose of this meta-analysis was to examine the literature base of single-case research design studies using video analysis to determine its effectiveness on teacher outcomes. Primary, ancestral, citation, and first author searches identified 12,047 dissertations and peer-reviewed articles published from 2010 to 2020. Each study ( $n = 24$ ) was scored on its adherence to the What Works Clearinghouse design quality standards. A total of 16 articles were reviewed for statistical analysis, in which a between-case standardized mean difference was used to calculate effect sizes. Results indicate praise ( $n = 6$ ;  $g = 2.66-0.37$ ) and implementation ( $n = 6$ ;  $g = 3.64-1.07$ ) had effect sizes that continue to define video analysis as a promising practice. Recommendations for future practice include improving the methodological rigor of studies and increasing sample size to prove the generalizability of video analysis. Addressing these recommendations will support video analysis becoming an evidence-based practice (EBP) for educator development.

### **1.3.50 STOFFERS, MELISSA ETAL.**

A Scoping Review of School-Based Sexuality Education for Children With Disabilities

**THE JOURNAL OF SPECIAL EDUCATION, VOL. 57(2), AUGUST 2023, 94-105p.**

Individuals with disabilities often have limited access to school-based sexuality education (SE). This scoping review identified the characteristics of school-based SE intervention programs implemented for students with disabilities. Six electronic databases were searched for peer-reviewed articles: 30 articles published between 1969 and 2020 met inclusion criteria. Some interventions included children from multiple disability categories ( $n = 6$ ) or were unclear about disability diagnoses ( $n = 3$ ). Other interventions focused on specific disabilities, including intellectual and developmental disability ( $n = 8$ ), learning disability ( $n = 4$ ), autism ( $n = 3$ ), physical disability ( $n = 3$ ), emotional disturbance ( $n = 2$ ), and hearing impairment ( $n = 1$ ). Topics of instruction included comprehensive sexuality education ( $n = 8$ ), the human body ( $n = 8$ ), safety ( $n = 8$ ), hygiene and menstrual care ( $n = 6$ ), and social and relationship skills ( $n = 5$ ). Few studies addressed students' intersectional identities.

### **1.3.51 COOC, NORTH**

National Trends in Special Education and Academic Outcomes for English Learners With Disabilities

**THE JOURNAL OF SPECIAL EDUCATION, VOL. 57(2), AUGUST 2023, 106-117p.**

The Individuals with Disabilities Education Act (IDEA) requires annual data collection to monitor the provision of special education services, yet federal reports rarely disaggregate trends for English learners (ELs). In merging all available annual data files required under IDEA from 2006 to 2020, the present study provides the first large-scale examination of trends in the school experiences and outcomes of ELs with disabilities. Results show that while EL overrepresentation in special education is limited, the population has increased by more than 50%, with growth rates substantially higher by disability type (autism spectrum disorder and developmental delay) and geographic region (U.S. Midwest and Northeast). Analyses of school outcomes show consistently lower rates of suspension, general education inclusion, and high school graduation for ELs with disabilities relative to non-ELs with disabilities. Test score trends from the National Assessment for Education Progress reveal stagnation for ELs with disabilities and a consistent gap relative to non-ELs with disabilities. The study has implications for how schools prepare for changing student demographics in special education and improve student outcomes.

### **1.3.52 KENNEDY MICHAEL J.**

Comparing Two Established Multimedia Approaches for Teaching Vocabulary to Students with and Without Disabilities

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(2), JUNE 2023, 115-130p.**

Vocabulary is a critical building block for establishing mastery of content area knowledge. Two technology-based tools (InferCabulary and Content Acquisition Podcasts for Students [CAP-S]) have been found to have beneficial effects on students' vocabulary knowledge, but efficacy of device features across varied presentation formats is unknown. The purpose of this study was to compare InferCabulary and CAP-S on four measures of vocabulary performance. Fifth-grade students (n = 656) drawn from 30 classrooms across three states participated in one of three conditions to learn 100 new vocabulary terms. Teachers (n = 30) taught student participants new word meanings via the InferCabulary program, CAP-S instructional slides, or their business-as-usual (BAU) approach to instruction. Results indicate that when students learned vocabulary using InferCabulary or CAP-S approaches, they significantly outperformed their peers who participated in BAU vocabulary instruction. In addition, students with disabilities in the CAP-S and InferCabulary conditions scored similarly to students without disabilities in the BAU condition on most measures. Implications for research and practice are discussed.

### **1.3.53 SCHEIBEL, GRETCHEN, ET AL.**

Increasing On-Task Behavior Using Technology-Based Self-Monitoring: A Meta-Analysis of I-Connect

**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(2), JUNE 2023, 146-160p.**

Self-monitoring is a promising evidence-based intervention for students who benefit from supplemental supports to stay on-task during academic periods. I-Connect, a technology-based self-monitoring intervention with a substantial body of research, allows students to

discretely recognize and record their behavior on a mobile or desktop app at scheduled intervals, to improve positive behavior and increase inclusion opportunities. This meta-analytic review examined the effect of I-Connect on the on-task behavior of students with or at risk for disabilities to determine the omnibus effect of using I-Connect across students and intervention packages. Students received 20–45 minutes of training before using I-Connect and most students monitored their on-task behavior every 30-seconds during 10-minute monitoring sessions. Under these conditions, I-Connect was found to demonstrate strong functional relations, an abrupt increase in on-task behavior and consistently positive parametric effects across all 14 elementary and secondary students receiving special education.

#### **1.3.54 BAKER, JOSHUA N., ET AL.**

A Pilot Investigation of a Job Development App with Transition Teachers and Job Coaches  
**JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(2), JUNE 2023, 213-227p.**

This 2-year pilot study aimed to investigate the effects of a job coaching application (i.e., Job Coaching on Demand) on the knowledge and competencies of teachers and job coaches that work with young adults with developmental disabilities. Due to the global pandemic, this research was conducted virtually over a 2-year period. During the first year, a one-group formative pretest/posttest design with key informants was used to pilot the app with three teachers and five job coaches. The anecdotal findings from this pilot year were then used to further develop the application. The intent of the application was to provide professional development support to teachers and job coaches across the categories of (a) exploring careers, (b) ready for work, (c) part of the team, and (d) advocacy. In Year 2, a total of 31 teachers and job coaches were recruited, and a pretest/posttest was conducted to compare the differences in gained competencies between the two groups. The results show that those in the treatment group showed a larger increase in gains compared to the control group. The overall results of the 2 years of data, the current application development, and practical implications of the technology are further discussed.

#### **1.3.55 BRYAN G. COOK, ET AL.**

A Targeted Review of Open Practices in Special Education Publications  
**EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 238-255p.**

Open practices, such as preregistration, registered reports, open materials, open data, open analytic code, replication, open peer review, open access, and conflict-of-interest and funding statements, support the transparency, accessibility, and reproducibility of research and other scholarship. The purpose of this review was to examine the prevalence of these open practices in the special education literature. We reviewed a randomly selected sample of 250 articles published in special education journals in 2020. Results indicated that conflict-of-interest and funding statements were present in most articles; a small but meaningful proportion of articles provided open materials and were open access; and preregistration, registered reports, open data, open analytic code, open peer review, and replication were rarely or never observed. Recommendations for researching and supporting the use of open practices in special education scholarship are provided.



### **1.3.56 HARDY JESSICA K. & HEMMETER, MARY LOUISE**

Systematic Modeling and Prompting to Teach Math Skills to Preschoolers With Disabilities  
**TOPICS IN EARLY CHILHOOD SPECIAL EDUCATION, VOL. 43(2), AUGUST 2023, 103-115p.**

Early math skills predict later academic achievement and are of critical importance in preschool. There also are discrepancies in early math skills of preschoolers with disabilities compared with their typically developing peers. We used an experimental single-case research design, multiple probe across skills, to investigate the effectiveness of systematic modeling with mathematical language and a prompting procedure on increasing the early math skills of two preschoolers with disabilities or delays. A functional relation was observed for one participant. Equivocal findings may be due to the following: (a) challenges in assessing early math skills, which may have affected the identification of appropriate target skills, and (b) the involvement of multiple developmental domains in performing math skills, which may have affected the demonstration of target behaviors for the participant with significant fine motor and language delays.

### **1.3.57 INGELIN, BONNIE L., ET AL.**

Increasing the Number Sense Understanding of Preschool Students With ASD  
**TOPICS IN EARLY CHILHOOD SPECIAL EDUCATION, VOL. 43(2), AUGUST 2023, 16-128p.**

Teaching children with autism spectrum disorder (ASD) academic skills supports their future opportunities. For example, early number sense skills are predictive of future mathematical success for all children including children with ASD. Yet, research on foundational early childhood mathematics skills of children with ASD is limited. This study used an adapted version of Number Talks to increase the number sense skills of preschool children with ASD. Number Talks is a constructivist approach that was combined with systematic instruction (i.e., system of least prompts and modeling) in this study. A multiple probe across participants design established a functional relation between using an adapted version of Number Talks and the early number sense skills of preschool children with ASD. Findings suggest using an adapted version of Number Talks can increase the early number sense skills of preschool children with ASD. Implications for practice and future research are discussed.

### **1.3.58 PLOTNER, ANTHONY J., ET AL.**

Special Education Teachers' Preservice Experience With Inclusive Postsecondary Education Programs: Impact on Professional Practices and Dispositions for Secondary Transition Professionals

**TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 46(2), MAY 2023, 89-107p.**

Highly qualified and well-prepared transition professionals are arguably the most important piece to improve postsecondary outcomes for youth with diverse needs. A dearth of dynamic field placements for preservice teachers to connect coursework to practice has been identified as a gap in teacher training. This need could be potentially filled by facilitating opportunities for preservice teachers to work in an inclusive postsecondary education program for college students with disabilities as these programs become more prevalent across the country. Researchers used a mixed-methods sequential design to examine the perceptions of graduates from a special education program regarding their experience in working with an inclusive postsecondary education program (IPSE) while completing their coursework. Researchers

found that all survey respondents indicated working within an IPSE had an important impact on their current professional lives working with individuals with disabilities. Specifically, four major themes emerged from interviews regarding practices and philosophy shifts. Furthermore, findings showed that building rapport with students, advocating for students and facilitating inclusive outcomes had an impact on them as professionals. Reported changes in overall beliefs before and after working with the IPSE were also found. These findings are discussed and implications are provided.

### **1.3.59 CORR CATHERINE., ET AL.**

Methodological Training in Special Education Doctoral Programs: A Mixed-Methods Exploration

**TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 46(2), MAY 2023, 108-126p.**

Doctoral education is the primary time in which scholars learn about research methodologies and begin to develop their own research agendas and skills. Yet, to date, few research studies have examined graduate students' perceived value of, and access to, training in multiple research methodologies. The purpose of this study was to explore special education doctoral students' experiences at research-intensive universities in relation to mixed methods, quantitative, and qualitative methodologies. Using a mixed-methods research design, we explore the extent to which research judgments, skills, paradigmatic values, and methodological identities are diverse and how those features interact when doctoral students judge research. First, doctoral students were invited to participate in a survey (replicating McKim, 2017). Then, students who volunteered during the survey were individually interviewed about their methodological training and identity. We present the results and discuss how they can inform personnel preparation for the next generation of research scholars and consumers.

### **1.3.60 SHAWBITZ, KARA N. & BROCK, MATTHEW E.**

A Systematic Review of Training Educators to Implement Response Prompting

**TEACHER EDUCATION AND SPECIAL EDUCATION (TESE), VOL. 46(2), MAY 2023, 127-145p.**

Systematic prompting is a versatile evidence-based practice that can improve a range of outcomes for students with disabilities, but many teachers and paraeducators are not familiar with systematic prompting or may struggle with implementation. In this systematic review, the authors identified 28 articles that evaluated training practices for school practitioners implementing systematic prompting procedures in school settings. Fifteen studies focused on paraeducators and 13 on teachers, with an increased focus on paraeducators in more recently published studies. The authors found that a variety of training approaches were effective, and that all studies included two core strategies: didactic instruction and performance feedback. These two strategies represent only a subset of recommended practices from the broader staff training literature but may be sufficient for training basic practices like systematic prompting. Future research is needed to directly compare training approaches and identify the most efficient means for enabling educators to implement systematic prompting with fidelity.



## NIEPID Indian Test of Intelligence

## **1.4 Medical Sciences**

### **1.4.61 BRADLEY, DAVID F. ET AL.**

Application of a Quality Improvement Process to Evaluate Self-Directed Therapy for Patients on a Waitlist in an Outpatient Anxiety Disorders Specialty Clinic

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 229-237p.**

The demand for psychological services in the United States is higher than the available supply of qualified mental health professionals. As a result, there is a substantial need for low-cost interventions that are more accessible and amenable to scale-up independent of the availability of clinicians. Previous studies have found that self-directed bibliotherapy can be an effective intervention with minimal therapist contact. Using the Plan-Do-Study-Act (PDSA) improvement process framework, we implemented self-directed therapy in our outpatient anxiety disorders specialty clinic. We identified four self-directed therapy resources (two books and two smartphone apps) based on cognitive behavioral or acceptance and mindfulness principles. We conducted initial 30-minute billable bibliotherapy consultations with six patients on our waitlist, where we provided the rationale for self-guided treatment, introduced the four resources, helped the patient identify one resource to use, and answered any questions. Eight weeks later, we met with five of these patients for a second billable 30-minute consultation (one had already started individual therapy) and gathered information regarding feasibility and acceptability of these resources as well as helped the patient make continued or better use of the resource until beginning therapy. This case series suggests that self-directed interventions can be effectively implemented in this manner, though with mixed outcomes and effects on patients and their course of care. We describe improvements we intend to implement in future iterations of self-directed therapy.

### **1.4.62 CHU, WENDY, ET AL.**

Is It Easy to Use and Useful? Mental Health Professionals' Perspectives Inform Development of a Novel Treatment Engagement System for Youth Mental Health Services

**COGNITIVE BEHAVIORAL PRACTICE, VOL. 30(2), MAY 2023, 256-262p.**

User experiences are essential to the adoption of an intervention and can be integral to intervention design. We applied two concepts from the technology acceptance model (i.e., perceived ease of use, perceived utility) to understand how mental health professionals experienced a novel system of resources (i.e., engagement system) designed to improve problem identification, coordination, and treatment planning decisions related to addressing problems of low treatment engagement in school mental health services. We conducted a 1-hour focus group with 10 mental health professionals (provider  $n = 8$ , supervisor  $n = 2$ ) using prompts to elicit their perspectives about the effort involved in using the engagement system and about the usefulness of the system in their work. The focus group was transcribed and segmented into 70 excerpts by trained coders. We analyzed the transcript using a consensual qualitative research approach. Ease of use was coded in 15 (39%) excerpts and utility was coded in 24 (61%) excerpts. The valences of excerpts were neutral ( $n = 18$ ; 46%), positive ( $n = 10$ ; 26%), and negative ( $n = 11$ ; 28%). Thirty-nine (56%) excerpts discussed the engagement system. Excerpts pertained to problem identification ( $n = 18$ ; 46%), coordination ( $n = 18$ ; 46%), and treatment planning ( $n = 3$ ; 8%). Findings revealed that resources and procedures were rated differently on their perceived ease of use and utility. Participants reported that the coordination resource had high utility and positively impacted their clinical practice and supervision, while the problem identification resources had low ease of use and were burdensome or difficult to use. Some lessons learned include the value of designing

resources that provide structure to clinical decision processes yet allow for some flexibility, the need for simpler and automated procedures to reduce provider burden, and the importance of clear guidelines on how resources should and should not be used. We used this feedback to inform changes to the engagement system prior to testing in a randomized trial. This brief report highlights how applying the technology acceptance model to evaluate interventions can aid in the successful implementation of novel clinical interventions.

#### **1.4.63 REISSLAND NADJA**

Association between Hyperemesis Gravidarum in pregnancy on postnatal ability of infants to attend to a play task with their mother

**INFANT BEHAVIOR & DEVELOPMENT, VOL.71(4), MAY 2023, 1-8p.**

Research indicates a higher prevalence of attention deficits in children exposed to HG in utero compared to controls with some claiming that the deficit is due to prenatal effects of malnutrition in HG mothers and others that it is due to maternal mental health after birth. The current study examines the effect of hyperemesis gravidarum (HG) diagnosis during pregnancy on infant attention controlling for maternal stress, depression anxiety and attachment. Thirty-eight infants mean age 4 months were videotaped with their mothers (19 mothers with a hyperemesis diagnosis and 19 controls) during play with a soft toy and looking at a picture book. Infant attention was operationalized as gaze direction towards the play activity, mother, and 'distracted' (indicated by looking away from play or mother). Mothers completed stress, depression, anxiety, and attachment questionnaires. HG exposed infants attended for significantly less time during play with a book or soft toy compared to controls. Maternal stress, depression, anxiety, and attachment did not differ in HG mothers and controls. Infant ability to attend to the toy, book, mother or being distracted did not relate to maternal postnatal attachment, or mental health. These results suggest that the prenatal environment, especially exposure to HG might be associated with reduced infant attention abilities independent of maternal postnatal health.

#### **1.4.64 DENG WEIYANG, ET AL.**

Using an intensive interdisciplinary telehealth model to treat pediatric feeding disorders

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.56(2), SPRING 2023, 400-415p.**

The necessity of treatment using telehealth was apparent during the novel coronavirus (COVID-19) pandemic, as many practitioners were forced to use telehealth as a primary mode of service delivery. Although the telehealth model has been studied for different populations, little is known about its success when applied with children with feeding disorders and complex medical histories. The purpose of this study was to evaluate the efficacy of using a telehealth model from the onset of treatment. All 5 children who participated engaged in low levels of acceptance and high levels of inappropriate mealtime behavior during baseline. Caregivers were taught to implement the treatment with high integrity using behavioral skills training. Procedural integrity increased posttraining, and as a result acceptance increased and inappropriate mealtime behavior decreased. Treatment gains maintained during follow up at 1 month and 1 year. These data are discussed in relation to alternative ways of providing treatment in locations where intensive feeding programs are not available.

#### 1.4.65 SHKURKA, EMMA., ET AL.

Chest physiotherapy for mechanically ventilated children: a survey of current UK practice  
**PHYSIOTHERAPY, VOL. 119, JUNE 2023, 17-25p.**

**Objectives:** Chest physiotherapy is a treatment option for mechanically ventilated children. However, there is a lack of consensus regarding its value and informal discussions suggest variation in practice. This study describes chest physiotherapy practices for mechanically ventilated children in the UK and explores clinical decision making related to its delivery.

**Design:** Cross-sectional study, using an anonymous, electronic survey.

**Participants:** Qualified physiotherapists working in UK NHS paediatric intensive care units (PICUs).

**Results:** The response rate was 61% (72/118), this included physiotherapists from 26/27 (96%) PICUs. All participants reported using manual hyperinflations and position changes 'always' or 'often'. Variation in practice was evident for some techniques, including Metaneb® and percussion. DNase (99%, 71/72) and hypertonic saline (90%, 65/72) were the most frequently used mucoactives: 91% (59/65) of physiotherapists reported only nebulising hypertonic saline and 69% (49/71) use both nebulised and instilled DNase. Use and delivery of N-acetylcysteine was inconsistent (nebulised only 55%, 26/47; instilled only 15%, 7/47; both 30%, 14/47). Chest physiotherapy was most commonly delivered with a nurse (67%, 48/72). Clinical decision making processes were comparable between physiotherapists and encompassed three main elements: individual patient assessment, involvement of the multidisciplinary team, and risk versus benefit analysis.

**Conclusions:** A range of chest physiotherapy treatments and adjuncts were used with ventilated children. Variation was apparent and may be due to individual preferences of those training staff or local policies. Pragmatic, interventional studies are required to determine best practice. Further exploration is necessary to understand the variation in practice and intricacies of decision making.

#### 1.4.66 HANSELL, LOUISE, ET AL.

Quantification of changes in lung aeration associated with physiotherapy using lung ultrasound in mechanically ventilated patients: a prospective cohort study

**PHYSIOTHERAPY, VOL. 119, JUNE 2023, 26-33p.**

**Background:** Lung ultrasound (LUS) is a novel and emerging tool for physiotherapists in ICU and may provide a way of monitoring lung aeration change in response to respiratory physiotherapy treatment during a patient's ICU stay.

**Objective:** To measure change in the LUS score associated with a respiratory physiotherapy treatment; to determine whether change in LUS score correlates with other physiological measures.

**Design and setting:** A single-centre prospective cohort study was undertaken in a tertiary teaching hospital in Sydney, Australia.

**Patients:** Adult mechanically ventilated patients in ICU with suspicion of atelectasis.

**Measurements:** Primary outcome: pre-post difference in LUS score. Secondary outcomes: PaO<sub>2</sub>/FiO<sub>2</sub> (PF) ratio, tidal volume (VT), lung auscultation score, driving pressure (DP) and the modified radiological atelectasis score (mRAS) on CXR.

**Results:** 43 patients were included. There was a mean improvement in total LUS score after physiotherapy treatment of -2.9 (95%CI -4.4, -1.4), and a mean improvement in LUS of the right and left lungs of -1.6 (-2.5, -0.7) and -1.3 (-2.5, -0.1) respectively. There was a mean improvement in PF ratio, VT and auscultation score of 10.4 (-11.89, 32.7), 19 (-7.4, 44.5) and -1.8 (-2.6, -1.0) respectively. There was no improvement in mRAS or DP. There

was a weak correlation between change in LUS score compared with change in mRAS score.

**Limitations:** Limitations included the prospective cohort single site design and the small sample size.

**Conclusions:** The LUS score can be used to detect changes in lung aeration associated with respiratory physiotherapy treatment for acute lobar atelectasis in mechanically ventilated patients.

#### 1.4.67 THOMAS, PETER & PARATZ

Ventilator hyperinflation – what settings generate an expiratory flow rate bias?

**PHYSIOTHERAPY, VOL. 119, JUNE 2023, 44-53p.**

**Objectives:** To determine which mechanical ventilation settings influence the attainment of expiratory flow rate characteristics that may promote secretion mobilisation during ventilator hyperinflation (VHI).

**Design:** Prospective, single centre study.

**Setting:** Intensive care unit, tertiary metropolitan hospital.

**Participants:** Twenty-four patients receiving mechanical ventilation.

**Interventions:** Patients were recruited to either a low PEEP or high PEEP group (5–9 cmH<sub>2</sub>O or 10–15 cmH<sub>2</sub>O PEEP respectively). Each group had three hyperinflation protocols applied.

**Main outcome measures:** Peak inspiratory flow rates (PIFR) and peak expiratory flow rates (PEFR) were measured and reported as PIFR/PEFR of less than or equal to 0.9; a PEFR-PIFR greater than or equal to 33 L/min; and PEFR greater than or equal to 40 L/min.

**Results:** In both the low and high PEEP groups, VHI protocols using volume-controlled ventilation were significantly better at generating expiratory flow rate bias compared to pressure-controlled or Pressure Support ventilation. An expiratory flow rate bias was also achieved when VHI was performed in volume-controlled ventilation with either a peak inspiratory pressure target of 35 cmH<sub>2</sub>O or a driving pressure of 20 cmH<sub>2</sub>O. Median heart rate and blood pressure values did not change during VHI, but transient reductions in blood pressure were present in six participants (25%).

**Conclusions:** VHI performed using volume-controlled ventilation was more effective than pressure-controlled or Pressure Support ventilation to generate an expiratory flow rate bias.

#### 1.4.68 HARTLEY, SANDRA ELAINE, ET AL.

Future-proofing the Profession: Physiotherapists' perceptions of their current and emerging role

**PHYSIOTHERAPY, VOL. 119, JUNE 2023, 72-79p.**

**Objectives:** As healthcare systems continue to modernise, physiotherapists are required to transform their practice to remain contemporary and meet future population needs. The study aims to gain an insight into physiotherapists' perceptions of their current and emerging future role. The intention is to develop an understanding of the physiotherapist's role and how it can continue to evolve to support populations' needs in more sustainable and innovative ways.

**Design:** A qualitative design using semi-structured interviews was undertaken informed by Gadamerian hermeneutic philosophy.

**Participants:** Participants were gained from a postgraduate physiotherapy programme in Northwest England that recruits physiotherapists from across the UK; via the research teams' professional networks and using snowball sampling. Interviews were digitally recorded and transcribed verbatim. Thematic analysis was undertaken. Ethical approval and informed

consent was obtained.

**Results:** 23 participants (15 female). 4 themes were identified: 'An underpinning philosophy of practice' that promotes holistic care and supports patient wellbeing. An 'evolving role broadening the scope of practice' with many 'agents of change shaping the profession'. When 'preparing the future workforce and their transition into practice', graduates were seen as more adaptable and resilient. However, more affiliation between the university and placement providers to enhance learning environments is needed.

**Conclusions:** Physiotherapists need to re-evaluate their role so a clear vision for the future can be co-created to ensure they remain contemporary and continue to optimise their potential. An emerging role that re-envisages a holistic approach that incorporates health promotion as fundamental to this role could support physiotherapists' transformation in practice.

#### 1.4.69 CUNNINGHAM C., ET AL.

Physiotherapy post Vertebral Fragility Fracture: A Scoping Review

**PHYSIOTHERAPY, VOL. 119, JUNE 2023, 100-116p.**

**Background:** The incidence of vertebral fragility fractures (VFF) is rising, placing a major burden on individuals and health systems. No comprehensive picture of the research regarding physiotherapy exists for this patient cohort.

**Objectives**

This scoping review aims to summarise the research regarding Physiotherapy post VFF, the type of physiotherapy interventions employed and outcome measures utilised.

**Design:** Scoping review, adhering to the Joanna Briggs Institute guidelines. Databases searched were PubMed, PEDro, CINAHL, Cochrane, Embase from 2005 to November 2021. Grey literature searching was conducted using ProQuest and Open Grey. A narrative summary of data was compiled to describe the current evidence regarding physiotherapy post VFF.

**Study Selection:** Articles were included if they related to Physiotherapy interventions delivered to patients with VFF in any setting.

**Data Synthesis:** A narrative synthesis was conducted.

**Results:** Thirteen studies were included with five randomised control trials, three pilot RCTs, two qualitative studies, one cross-sectional survey of clinicians, one cohort study and one prospective comparative study. Interventions most commonly reported were exercise, education or manual therapy. A large diversity of outcome measures was utilised most commonly in the spinal deformity, physical performance and balance, pain and quality of life domains.

**Conclusion:** Findings of this scoping review indicate the limited evidence to guide physiotherapists in the management of patients with VFF. The most commonly explored physiotherapy interventions were exercise, manual therapy and education. A diversity of outcome measures is utilised. Research is urgently needed, including high quality clinical trials with representative populations and studies exploring physiotherapy practice and the experience of patients with VFF.

#### 1.4.70 DANGOULOFF, TAMARA, ET AL.

Analysis of urinary 8-hydroxy-2-deoxyguanosine as a biomarker of oxidative DNA damage in pediatric children with autism spectrum disorder

**RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL. 102, JUNE 2023, 1-9p.**



**Background:** Autism spectrum disorder (ASD) is a neurodevelopmental condition that manifests itself in infancy. While genetic factors are the most important in its development, numerous other variables, as neurological, environmental, and immunological factors, have been found. The imbalance of oxidants and antioxidants has a role in the pathogenesis of ASD. We evaluated children with autism for the presence of oxidative DNA damage (ODD) biomarker 8-hydroxy-2-deoxyguanosine (8OHdG) and assessed its association with disease severity, and omega 3 supplementation.

**Methods:** A total of 102 children (51 children with ASD and 51 typically developed children) were recruited for this observational controlled cross-sectional study. Childhood Autism Rating Scale (CARS) was used to measure the severity of autism. The urinary 8-OH-dG was determined by using the ELISA method.

**Results:** urinary 8-OH-dG/creatinine levels were significantly higher in children with autism compared to their healthy peers ( $P < 0.001$ ) with positive significant association with disease duration, severity, and positive family history ( $P = 0.03$ ,  $P < 0.001$ ,  $P = 0.03$  respectively). Using a cut-of value of  $> 1.7$ , urinary 8-OHdG/creatinine ratios showed sensitivity and specificity of 80.39% and 74.51% respectively as a good discriminating power between normal and autistic children. Additionally, statistically lower significant urinary 8-OHdG/creatinine was found among ASD children received omega 3 than those who didn't receive it ( $p < 0.001$ ).

**Conclusion:** Increased urinary 8-OHdG/creatinine levels indicate an important role of oxidative DNA damage in ASD, and its significant higher level in ASD children with severe social impairment may be used as a potential non-invasive biomarker for disease severity.

#### 1.4.71 STAMATIS, ANDREAS, ET AL.

Mental toughness and osteoarthritis: Postsurgery improvement in knee pain/functionality in older adults

**REHABILITATION PSYCHOLOGY, VOL. 68(2), MAY 2023, 212-219p.**

**Purpose:** To investigate longitudinally the role of mental toughness (MT) in knee rehabilitation in terms of perceived pain and functionality in a sample of older adults with arthritis who adhered to their postsurgery clinic-based rehabilitation protocols and provide suggestions to rehabilitation psychologists.

**Design:** To strengthen the internal validity of this study, we designed our methods and implementation in a way to minimize bias by utilizing the National Institute of Health Quality Assessment Tool for Before–After (Pre–Post) Studies With No Control Group. The data were collected from 92 older-adult patients, who had a diagnosis of osteoarthritis and underwent knee surgery. All patients were diagnosed, underwent surgery, and were evaluated by the same physician. We administered the Oxford Knee Score (OKS) to measure rehabilitation outcomes in terms of pain and functionality and the MT Index (MTI) to measure MT levels three times: 1 day before and 1 and 6 months after the surgery. We used a multilevel growth model to examine the change in the OKS across administrations using MTI scores as a time-varying covariate and sex, age at surgery, and knee as time-invariant covariates.

**Results:** About 62% of the variability in OKS was due to between-patient differences. Of the variability that was attributable to differences within-patient across time, MT accounted for about 38% of the variability.

**Conclusions:** MT could be another, positive psychology-based tool rehabilitation psychologists use to contribute to health promotion efforts to reduce the incidence of disability of older adults with osteoarthritis who undergo knee replacement surgery.

**1.4.72 SAM, ANN M., ET AL.**

Promoting Paraeducators' Use of Evidence-Based Practices for Students With Autism  
**EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 314-331p.**

The purpose of this study was to examine the efficacy of a teacher-implemented professional development program to increase the fidelity with which paraeducators use evidence-based practices (EBPs) in instruction for children with autism. Employing a modified multiple-probe design, investigators implemented the Autism Focused Intervention Resources and Modules for Paraprofessionals (AFP) program in four special education and four inclusive classrooms enrolling students with autism. As the teacher initiated features of the AFP program focusing on individual EBPs, level changes in paraeducators' EBP fidelity increased markedly, with replications across paraeducators demonstrating experimental control. Statistical analyses produced large effect sizes, Goal Attainment Scale scores indicated student progress, and participants' ratings reflected strong social validity. School closure due to the COVID-19 pandemic prevented the completion of the study, but the pattern of effects suggests the efficacy of the AFP program as a program of professional development for paraeducators providing instruction for children with autism.

**1.4.73 ROMANO, MOLLIE, ET AL.**

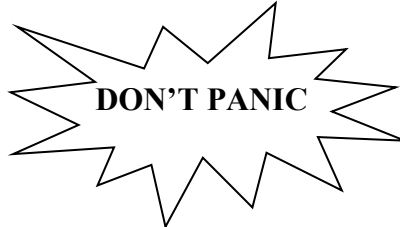
Using Peer Coaches as Community-Based Competency Drivers in Part C Early Intervention  
**TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 43(2), AUGUST 2023, 89-102p.**

Using an implementation science framework, this study examines the impact of a multicomponent professional development (PD) approach implemented by internal peer coaches on early intervention providers' use of Family Guided Routines-Based Intervention. The experimental study used a single-case multiple baseline design across participants, replicated in three sites with early interventionist (EI) providers ( $n = 9$ ) and families with infants and toddlers ( $n = 18$ ) in U.S. community-based Part C programs. Data indicate a functional relation between the multicomponent PD approach and EIs' use of the intervention. A between-case standardized mean difference effect size was used to confirm the results of the visual analysis. The implications for the use of implementation science frameworks to build competency drivers within early intervention systems are discussed.

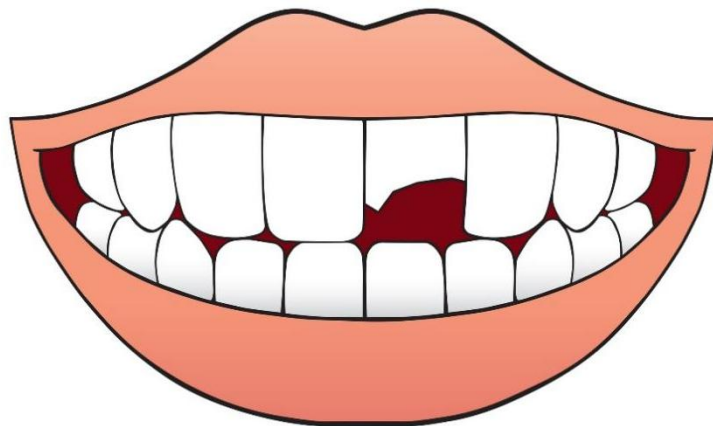
WHAT TO DO FOLLOWING A DENTAL TRAUMA DUE TO EPILEPTIC  
ATTACK OR DUE TO SOME OTHER CAUSE/INJURY

**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

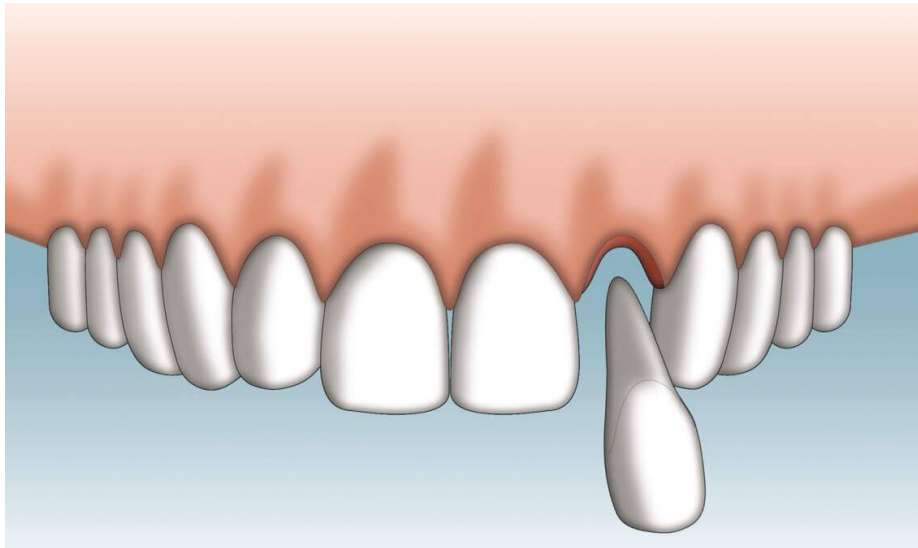
BEFORE:



AFTER:

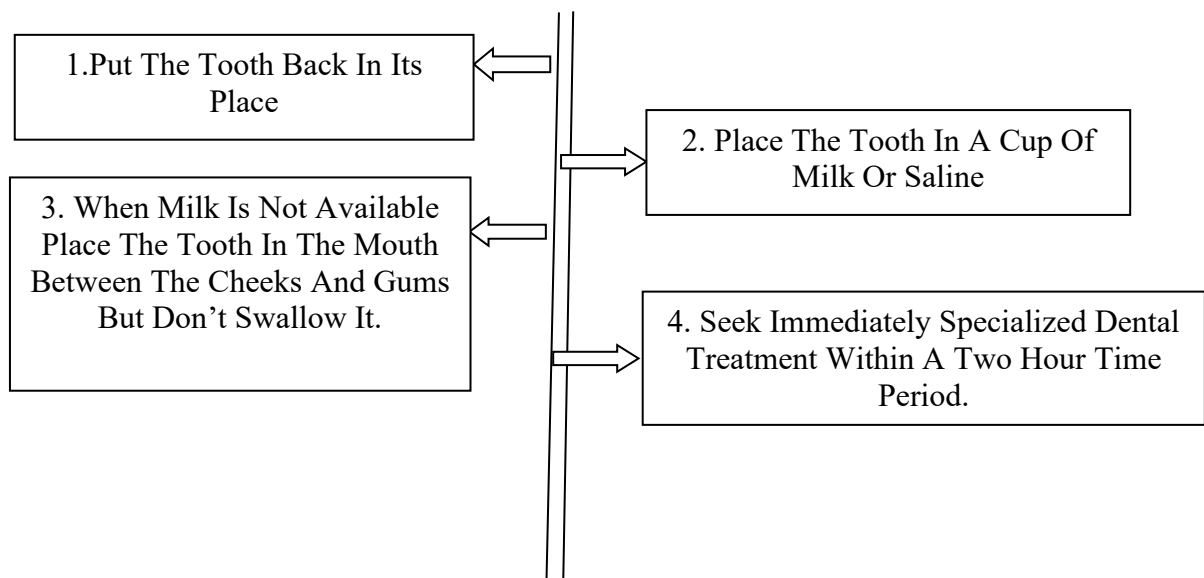


## WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



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

**DO ONE OF THESE ALTERNATIVES**

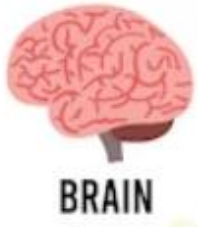


DR. NEETA NILAMWAR (MDS)  
ASSISTANT PROFESSOR (NIEPID)

## HOW UNHEALTHY TEETH CAN AFFECT YOUR OVERALL HEALTH

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

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



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

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



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



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



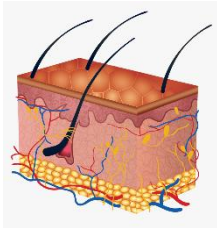
**THE HEART** – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

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



THE PANCREASE – According to study published on 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.

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

## **1.5 Speech Pathology & Audiology**

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

Describing the communicative profiles of young children with a significant cognitive and motor developmental delay

**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 84-95p.**

The communicative behavior of young children with significant cognitive and motor developmental delays is generally considered to be limited, idiosyncratic and non-intentional. At present, changes between and within children over time regarding their communicative behavior are hard to detect. This article describes an exploratory observational study that draws on data from the first data point of 38 children who are participating in a longitudinal project on the developmental trajectories of children with significant cognitive and motor developmental delays. The aims of this study were to (a) describe the participants' communicative behavior in detail with communication-related variables that reflect differences across individuals, (b) create summarizing variables and (c) explore whether subgroups of children can be detected. A self-developed coding scheme and descriptive statistics combined with correlational analyses were used, followed by a principal component analysis and visual inspection of the outcome of this analysis. The within-group differences related to communicative behavior was characterized using 16 variables. Based on these variables, three overarching components were formulated: communication proficiency, Expressions of Discomfort and Rejection and Differentiation According to Focus. All participating children were found to be unique in terms of their component scores and the relationship among their component scores.

### **1.5.75 LAHER, ZAKIYYA & DADA SHAKILA**

The effect of aided language stimulation on the acquisition of receptive vocabulary in children with complex communication needs and severe intellectual disability: a comparison of two dosages

**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 96-109p.**

Aided language stimulation is an augmented input strategy that facilitates the expressive and receptive language skills of persons who require augmentative and alternative communication (AAC). The aim of this study was to determine and compare the acquisition of receptive vocabulary items during implementation of aided language stimulation with dosages of 40% and 70%, respectively. An adapted alternating treatment design was replicated across six participants with complex communication needs and severe intellectual disability. All participants demonstrated receptive vocabulary acquisition when aided language stimulation was provided with a dosage of 70%, and two participants demonstrated acquisition when a dosage of 40% was provided. Receptive vocabulary acquisition was maintained following a 6-day withdrawal period. The dosage of augmented input may impact receptive vocabulary acquisition for children with complex communication needs and severe intellectual disability, with higher dosages being more effective for some participants. The findings indicate that clinicians should be aware that dosage is an important consideration when providing aided language stimulation to facilitate receptive vocabulary acquisition in children with complex communication needs and severe intellectual disability.

### **1.5.76 CLARKE, ZOË CHARLOTTE, ET AL.**

A qualitative study exploring the effect of communicating with partially intelligible speech  
**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 110-122p.**

Few studies have investigated how individuals with partially intelligible speech choose to communicate, including how, when, and why they might use a speech-generating device (SGD). This study aimed to add to the literature by exploring how this group of individuals use different communication strategies. Qualitative interviews were carried out with 10 participants with partially intelligible speech with the aim of investigating participants' perceptions of modes of communication and communication strategies. Transcripts were analyzed using Framework Analysis to investigate the role of SGDs alongside other communication strategies. Factors that influence why, when, and how a person chooses to communicate were identified and these were interpreted as an explanatory model of communication with partially intelligible speech. Participants described how they made the decision whether to attempt to communicate at all and then which communication method to use. Decision-making was influenced by the importance of the message, how much time is available, past experience, and the communication partner. Each communication attempt adds to an individuals' experience of communicating and influences subsequent decisions. This study suggests that individuals with partially intelligible speech are at risk of reduced communication environments and networks and that current SGDs may not be designed in a way that recognizes their particular needs.

### **1.5.77 SAVALDI-HARUSSI, GAT & UZIEL, SIGAL**

Frequency of word usage by Hebrew preschoolers: implications for AAC core vocabulary  
**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 123-134p.**

This study's goal was to inform the selection of the most frequently used words to serve as a reference for core vocabulary selection for Hebrew-speaking children who require AAC. The paper describes the vocabulary used by 12 Hebrew-speaking preschool children with typical development in two different conditions: peer talk, and peer talk with adult mediation. Language samples were audio-recorded, transcribed, and analyzed using the CHILDES (Child Language Data Exchange System) tools to identify the most frequently used words. The top 200 lexemes (all variations of a single word) in the peer talk and adult-mediated peer talk conditions accounted for 87.15% (n = 5008 tokens) and 86.4% (n = 5331 tokens) of the total tokens produced in each language sample (n = 5746, n = 6168), respectively. A substantially overlapping vocabulary of 337 lexemes accounted for up to 87% (n = 10411) of the tokens produced in the composite list (n = 11914). The results indicate that a relatively small set of words represent a large proportion of the words used by the preschoolers across two different conditions. General versus language-specific implications for core vocabulary selection for children in need of AAC devices are discussed.

### **1.5.78 DEWHIRST, COURTNEY BEERS & CASEY, ERIN**

Listening to mothers' voices of children's play challenges and changes during social distancing

**JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL.21(2), JUNE 2023, 256-270p.**

This study explores how mothers in the US described challenges to their children's (ages birth to eight) play experiences at home during social distancing due to the COVID-19 virus.



Understanding their lived experiences is valuable because it will add insight into the effects of this unique time period on the critical role parent-child interactions play in children's physical, social, and emotional well-being. Using a phenomenological design, interviews with 14 mothers revealed a common experience in which play efforts were altered at times due to challenges related to social distancing and COVID-19. Four themes described these challenges: Lack of Parent Resources and Support, Work and Child Care Balance, Children's Struggles with Social Isolation, and Children's Uncertainty Regarding COVID-19. Mothers believed it was their responsibility to keep their children engaged in play as part of their childcare duties. They struggled to balance work and childcare, did not always enjoy playing with their children, and desired alone time to recover during this challenging time. They sought to best meet their children's needs but had to make allowances to their parenting practices and play attitudes. The authors discuss how more intensive parenting philosophies could be difficult to sustain when society does not operate as usual.

**1.5.79 KANG, VERONICA Y. & KIM, SUNYOUNG**

Effects of Enhanced Milieu Teaching and Book Reading on the Target Word Approximations of Young Children With Language Delay

**JOURNAL OF EARLY INTERVENTION, VOL.45(2), 2023, 122-144p.**

Teaching vocabularies to young children is critical as vocabulary is related to long-term language, literacy, and academic skills. The current study used a multiple probe design to examine the effects of enhanced milieu teaching with book reading on the use of word approximations in four 2- to 4-year-old females with language delay. The first author implemented the intervention in families' homes for 3 to 5 days a week over 3 months. Through visual analysis and the calculation of effect sizes, the results showed that there was a functional relation between the intervention and the number and frequency of targeted word approximations. After six to 25 intervention sessions, participants used all five targeted word approximations, and the improvements were maintained up to 15 weeks. In addition, the total frequency of targeted word approximations used after prompts and the proportions of prompts used to elicit the targeted word approximations were measured and analyzed. Parents reported high social validity of the intervention via an anonymous questionnaire. Implications for practice and research of family-centered early intervention are discussed.

**1.5.80 BATEMAN, KATHERINE J., ET AL,**

Visual Supports to Increase Conversation Engagement for Preschoolers With Autism Spectrum Disorder During Mealtimes: An Initial Investigation

**JOURNAL OF EARLY INTERVENTION, VOL.45(2), 2023, 163-184p.**

The diversity of children within the preschool classroom is dramatically changing as children with autism spectrum disorder are increasingly included within it. To engage in the benefits of inclusion, social skills are needed. Yet, children with autism commonly experience difficulties in this area. Extant literature indicates that social skills are more successfully acquired when taught through naturalistic and embedded instruction in established routines. A commonly occurring routine in most classroom, home, and community settings is mealtime. The purpose of this study was to investigate the effectiveness of Snack Talk, a visual communication support, for increasing the communication engagement of five preschool children with autism. A reversal design across participants was used to analyze the relation between Snack Talk and conversation engagement. Results from the maintenance probes show that conversation engagement increased across all participants when compared to

baseline. Furthermore, a functional relation was established between the teaching phase (baseline and intervention data collection phases) and the maintenance phase. Limitations and directions for further research are also discussed.

#### **1.5.81 LAU JOSEPH C.Y., ET AL,**

Differences in speech articulatory timing and associations with pragmatic language ability in autism

**RESEACH IN AUTISM SPECTRUM DISORDERS, VOL. 102, JUNE 2023, 1-14p.**

**Background:** Speech articulation difficulties have not traditionally been considered to be a feature of Autism Spectrum Disorder (ASD). In contrast, speech prosodic differences have been widely reported in ASD, and may even be expressed in subtle form among clinically unaffected first-degree relatives, representing the expression of underlying genetic liability. Some evidence has challenged this traditional dichotomy, suggesting that differences in speech articulatory mechanisms may be evident in ASD, and potentially related to perceived prosodic differences. Clinical measurement of articulatory skills has traditionally been phoneme-based, rather than by acoustic measurement of motor control. Subtle differences in articulatory/motor control, prosodic characteristics (acoustic), and pragmatic language ability (linguistic) may each be contributors to differences perceived by listeners, but the interrelationship is unclear. In this study, we examined the articulatory aspects of this relationship, in speech samples from individuals with ASD and their parents during narration.

**Method:** Using Speechmark® analysis, we examined articulatory landmarks, fine-grained representations of articulatory timing as series of laryngeal and vocal-tract gestures pertaining to prosodic elements crucial for conveying pragmatic information.

**Results:** Results revealed articulatory timing differences in individuals with ASD but not their parents, suggesting that although potentially not influenced by broader genetic liability to ASD, subtle articulatory differences may indeed be evident in ASD as the recent literature indicates. A follow-up path analysis detected associations between articulatory timing differences and prosody, and subsequently, pragmatic language ability.

**Conclusion:** Together, results suggest a complex relationship where subtle differences in articulatory timing may result in atypical acoustic signals, and serve as a distal mechanistic contributor to pragmatic language ability ASD.

#### **1.5.82 STEVENS, ELIZABETH A., ET AL.**

Evaluating the Effects of Adding Explicit Vocabulary Instruction to a Word-Problem Schema Intervention

**EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 275-293p.**

Schema instruction improves word-problem solving for students with mathematics difficulty (MD; e.g., Powell et al., 2015); however, prior research suggests that students need word-problem-specific language comprehension in addition to schema knowledge to build word-problem models (Fuchs et al., 2015, 2018). Students have general word knowledge (e.g., more, less) but require word-problem-specific word knowledge to solve word problems successfully (e.g., more than, less than; Kintsch & Greeno, 1985). Prior word-problem schema interventions have not provided explicit instruction in word-problem vocabulary to support students' development of word-problem models. We aimed to determine if word-problem vocabulary instruction combined with schema instruction provided an advantage to word-problem solving for third-grade students with MD. We randomly assigned 75 third graders with MD to three conditions: Word-problem intervention with explicit vocabulary

instruction (WP + V), word-problem intervention without explicit vocabulary instruction (WP-only), and business-as-usual intervention (BAU). Students in the treatment conditions received 22, 50-min lessons provided virtually in small groups. On a word-problem vocabulary measure, students in the WP + V condition significantly outperformed students in the WP-only ( $ES = 0.43$ ) and BAU ( $ES = 0.83$ ) conditions. On a word-problem measure, students in the WP + V condition outperformed students in the WP-only ( $ES = 0.08$ ) and BAU conditions ( $ES = 0.43$ ), although these were not statistically significant. These findings provide preliminary support for the benefits of incorporating explicit vocabulary instruction in a word-problem schema intervention; future research is needed to fully understand the effect of vocabulary instruction on word-problem outcomes.

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## **1.6 General**

### **1.6.83 KUO, CHEN-LI, ET AL.**

The usability of an AAC pain description system for patients with acquired expressive communication disorders

**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 61-72p.**

Augmentative and alternative communication (AAC) has been used by patients with acquired expressive communication disorders as an alternative to natural speech. The use of symbols to express pain, which is intangible, is challenging because designing a series of comprehensible symbols to represent personal experiences such as pain is not straightforward. This study describes (a) the development of symbols to express pain that were derived from Chinese pain-related similes and metaphors for an AAC mobile application developed specifically for this study known as PainDiary and (b) an assessment of the appropriateness of the app compared to conventional methods of collecting pain information. The symbols depicted headache pain and discomfort, which is prevalent among neurosurgical patients. The participants were 31 patients diagnosed with acquired expressive communication disorders who were receiving treatment in a neurosurgery general ward of Chang Gung Memorial Hospital in Taiwan and 14 nurses who worked on the ward. Pain information was collected by nurses using conventional methods and the PainDiary app. Assessment data, including the accuracy and efficiency of and user satisfaction with PainDiary, are compared. The results show that use of the app was effective in reporting pain and that patients required less time to report a pain event. The results further indicate that the PainDiary app was better received by younger individuals than by their older counterparts.

### **1.6.84 TSAI, MENG-JU.**

Core vocabulary for AAC practice from Mandarin Chinese-speaking Taiwanese without disabilities

**AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 73-83p.**

The purpose of this study was to select a core vocabulary list obtained from Mandarin Chinese-speaking Taiwanese persons without disabilities. Mandarin Chinese is dominant and official language of Taiwan. A total of 28 participants, equally divided among seven age groups, were recruited for the study. In all, 112 samples across different communication contexts were collected. Results indicated that 100 core words selected had coverage of 66.7% of the entire composite sample. The proportion of function words versus content words in the top 100 core words was 11% and 89%, respectively. The core vocabulary was categorized into eight parts of speech, including nouns, pronouns, numbers, adverbs, determiners, prepositions, adjectives, and verbs. Implications, limitations, and further research are discussed.

### **1.6.85 ÅGREN, KRISTIN ALFREDSSON , ET AL.**

Internet activities and social and community participation among young people with learning disabilities

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 125-134p.**

**Background:** A digital lag has been reported on access to the internet and performing

internet activities for young people with learning disabilities in everyday life.

**Aim:** The aim of this study is to explore environmental opportunities and challenges when performing internet activities and how internet use influences social and community participation for young people with learning disabilities from the perspectives of the target group.

**Methods:** An inductive design was applied, with focused observations and follow-up interviews of 15 internet-using young persons with learning disabilities in their everyday settings. The data was analysed interpretatively using open coding.

**Findings:** The environment offered both opportunities and challenges in terms of the design of digital devices and digital support. Support from peers was often preferred. All participants performed internet activities related to social participation although not all used social media. Searching for information was performed, however, finding the information or understanding it was challenging and led to restricted participation in the community.

**Conclusion:** More examples of internet use positively influencing social participation were found, contrary to community participation. It is indicated that concrete learning situations when using the internet for social participation were more adapted to the participants and promoted this type of participation, contrary to situations of internet use influencing community participation.

#### 1.6.86 DANKER JOANNE, ET AL.

‘It will open your world up’: The role of mobile technology in promoting social inclusion among adults with intellectual disabilities

**BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(2), MARCH 2023, 135-147p.**

**Background:** While there has been a strong national and international emphasis on social inclusion over the past 15 years, many people with intellectual disabilities remain socially isolated in their communities. Mobile technology has the potential to support social inclusion and there is great interest among adults with intellectual disabilities in using technologies such as computers, smartphones, tablets and the internet. This study aimed to investigate the use of mobile technology by people with intellectual disabilities, and its capacity to improve their social inclusion.

**Methods:** Data were collected using individual interview, group interviews or interviews using Photovoice with 32 adults with intellectual disabilities and analysed using inductive content analysis.

**Findings:** Findings indicated that adults with intellectual disabilities use various mobile technology and apps for multiple purposes, including social activities, work, support, productivity, navigation and entertainment. Enabling inclusion, increasing convenience and accessibility were viewed as advantages of mobile technology, while disadvantages were related to social issues and dangers resulting from the use of mobile technology and the practical limitations and ubiquitous nature of mobile technology. Barriers to using mobile technology included having limited access to the technology itself in certain contexts and difficulties with its use. Receiving support from others and awareness of safety measures enabled the use of mobile technology among the participants. To facilitate the use of mobile technology among people with intellectual disabilities, there needs to be greater education about this and other technologies including their features, design and apps. Importantly, people with intellectual disabilities need to be involved in the design of apps.

**Conclusions:** To fully harness the potential of using mobile technology for the purpose of developing social relationships and sense of belonging in the community, people with

intellectual disabilities should be supported in developing an awareness of the limitations of mobile technology and practicing appropriate safety measures.

**1.6.87 TAYLOR, TINA M., ET AL.**

Family Cohesion and Positive Sibling Relationships in Families Raising a Child with or without a Disability

**EXCEPTIONAL CHILDREN, VOL. 31(2), JANUARY 2023, 118-134p.**

Scant research exists regarding how family cohesion is related to relationships among siblings with and without disabilities. The purpose of this study, based upon the Double ABCX Model of Adaptation, was to investigate cohesion and sibling relationships in families raising typically developing siblings (TDC) and families raising children with some type of disability. Mothers and fathers of 221 sibling pairs completed demographic, family cohesion, and sibling relationships questionnaires. Paired t-tests, correlations, and structural equation modeling were used to analyze the data. Mothers reported higher levels of family cohesion than fathers. Comparing families raising TDC with families raising a child with some type of disability, parents of TDC reported higher cohesion than parents of children with autism spectrum disorder (ASD); fathers of TDC reported higher cohesion than fathers of children with Down syndrome (DS). However, parents of TDC reported less positive sibling relationships than parents of DS. Higher levels of cohesion correlated with more positive sibling relationships. It was concluded that relationships exist between family cohesion and sibling relationships, and these perceptions differ between families raising children with or without disabilities. Implications for research and practice are discussed.

**1.6.88 BETHUNE, KERI S. & JESSICA BOYLE**

Comparing Response Modes During Functional Communication Training: Efficacy of Acquisition and Preference for Students with Autism

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 101-112p.**

This study evaluated acquisition, preference, and generalization of two forms of augmentative and alternative communication (AAC) during functional communication training (FCT) with two students with autism spectrum disorder (ASD). Acquisition of FCT responses, using a picture-based communication system and speech-generating device (SGD; Apple iPod Touch with the Proloquo2Go), was compared. Following acquisition, preference of response mode was evaluated for each participant. Both AAC systems were made available simultaneously during FCT sessions, and data were collected on participants' initiation of functional communication (FC) on each modality. Findings indicated FC responses with the picture-based communication system and the SGD were acquired with similar rates by both participants. Furthermore, both participants demonstrated a consistent preference for the SGD as compared with the picture-based communication system. Both participants generalized the preferred FCT mode (i.e., SGD) to their classroom setting with their classroom teacher. Results indicate it is important to assess both acquisition efficiency and preference when selecting AAC systems for individuals with autism.

**1.6.89 LEAF JUSTIN B., ET AL.**

Evaluating the Relationship Between Performance on a Multiple-Choice Examination and Common ABA-Based Procedures

**FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(2), JUNE 2023, 113-123p.**

To ensure the quality of training, skills developed and maintained, and expected standards for behavior analysts, several systems have been put into place across the years. Of these systems, perhaps the most widespread was the development of the Behavior Analyst Certification Board in 1998. Once all requirements are met, the final determinative step in obtaining certification is a multiple-choice examination. The use of a multiple-choice examination as the final determinative step in obtaining behavior analytic certification may create some concerns for behavior analysts. Identification of a positive correlation between the multiple-choice examination and performance may help ameliorate these concerns. The purpose of this study was to evaluate any potential correlations between scores on a popular commercially available prep examination and basic applied behavior analysis (ABA)-based autism intervention procedures with 25 professionals. Overall, the results indicated that multiple-choice examination scores were not significantly correlated with any assessments of performance.

**1.6.90 TISBORN, KATHARINA, ET AL.**

A matter of habit? Stressful life events and cognitive flexibility in 15-month-olds  
**INFANT BEHAVIOR & DEVELOPMENT, VOL.71(4), MAY 2023, 1-14p.**

Exposure to chronic stress is associated with habitual learning in adults. We studied the origins of this association by examining the link between stressful life events and infant cognitive flexibility. The final sample consisted of N = 72 fifteen-month-old infants and their mothers. Mothers completed a survey on pre- and postnatal negative life events. To assess chronic stress physiologically, infant and maternal hair cortisol concentrations were determined for cortisol accumulation during the past 3 months. Each infant participated in two cognitive tasks in the laboratory. An instrumental learning task tested infants' ability to disengage from a habituated action when this action became ineffective (Seehagen et al., 2015). An age-adequate version of the A-not-B task tested infants' ability to find a toy at location B after repeatedly finding it at location A. Correlations between cortisol concentrations and postnatal negative life events (number, perceived impact) did not yield significance. Infant and maternal hair cortisol concentrations were not correlated. Infants' ability to shift to a new action in either task, controlled for acute stress, correlated neither with pre- and postnatal negative life events nor with cortisol concentrations. Taken together, these results indicate that the potential link between long-term stress exposure and cognitive flexibility might not be present in samples with low levels of psychosocial stress.

**1.6.91 ROGGERO MARIA PIA, ET AL.**

Mother and father interaction with their 3-month-old infants: Similarities and differences in parenting behaviour in well-resourced parents

**INFANT BEHAVIOR & DEVELOPMENT, VOL.71(4), MAY 2023, 1-10p.**

Infancy is characterized by intensive parenting which may affect later child development. However, little is known about similarities and differences in maternal and paternal parenting behaviour, as the majority of the studies have mainly focused on mothers. The present study investigated similarities and differences in mothers' and fathers' parenting behaviour during parent-infant interaction in 56 mothers and 56 fathers of 3-months-old infants in a good-resourced sample. Parent-child interactions were videotaped and coded by the Global Rating Scales. Results suggested similar parenting behaviour in terms of maternal and paternal

sensitivity, intrusiveness and remoteness. Moreover, regardless of sex infant's behaviour was similar during interactions with mothers and fathers. The low-risk and non-clinical nature of our sample may have had a positive influence on mother-child and father-child dyadic exchanges. These findings suggest including family system models in research and clinical practice.

#### **1.6.92 STINSON, LESLEIGH & DALLERY, JESSE**

Reducing problematic social media use via a package intervention

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.56(2), SPRING 2023, 323-335p.**

Problematic social media use can be characterized as that which interferes with relationships, work, school, or sleep. Currently, there are no empirically supported treatments for reducing problematic social media use. We tested a package intervention to reduce the daily duration of social media use measured by a smartphone application with nine undergraduate students who scored as "addicted" to social media via a version of the Internet Addiction Test. The package intervention included contingency management, automated notifications of application use, and the selection of alternative activities. The package intervention was effective at reducing the daily duration of social media use to goal levels, or below, for all participants. Eight out of nine participants showed a decrease in their Internet Addiction Test scores from pre- to postintervention, and overall, participants did not show an increase in the time spent engaged in their selected alternative activities. These findings demonstrate that social media use is amenable to behavioral treatment.

#### **1.6.93. MELLOTT JOSHUNA A. & ARDOIN SCOTT P.**

Student preference for and performance in fixed- versus mixed-duration schedules

**JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL.56(2), SPRING 2023, 458-469p.**

Duration schedules of reinforcement for continuous behavior abide by several preexisting operant behavioral economic equations for reinforcer cost, otherwise known as price, and consumption. Duration schedules require behaviors to occur for a set duration of time prior to accessing reinforcement, unlike interval schedules that produce reinforcement after the first instance of a behavior after a given period. Despite extensive examples of naturally occurring duration schedules, translational research regarding duration schedules is quite limited. Further, a lack of research investigating the implementation of such reinforcement schedules, combined with concepts such as preference, represents a gap in the applied behavior analysis literature. The current study measured three elementary students' preferences for fixed- and mixed-duration schedules of reinforcement during academic work completion. Results suggest students prefer mixed-duration schedules of reinforcement that provide the opportunity to access reinforcement at a reduced price and that such arrangements could be employed to increase work completion and academic-engaged time.

#### **1.6.94 WEISS MARGARET P., ET AL.**

There's No Place Like Us: Beyond Fidelity of Implementation in Rural Contexts

**JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 154-167p.**

Rural schools experience difficulty in filling teaching positions at higher rates than non-rural



schools. Recruiting and retaining teachers are critical in these districts; however, because the term “rural” is variable, a one-size-fits-all response is not possible. Rural communities tend to be geographically remote, have a low critical mass of students with distinct disabilities, and have relatively few resources to provide differential support for students. In this context, special educators may find themselves in circumstances where they operate as general specialists who are responsible for addressing a broad range of student needs without the support of other related service providers (e.g., school psychologists, curriculum specialists, school counselors, speech and language pathologists). Garwood’s article provides a catalyst to consider ecological system factors that affect burnout, attrition, and, as a consequence, instruction, particularly for students with disabilities. In this response, we view this issue from a perspective of rural schools, where the system contexts are varied and directly impact teacher-level variables, such as the ability to implement evidence-based practices (EBPs) with fidelity. Taking a developmental systems approach, we describe what makes rural settings unique and how these characteristics interact with the critical features of EBPs, as well as suggest how preparation and induction programs might better prepare and sustain teachers to adapt instruction to these rural contexts. We conclude with implications for practice and policy.

#### **1.6.95 GESSULAT, JULIANE, ET AL.**

Parental self-efficacy in relation to family characteristics

**JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL.21(2), JUNE 2023, 224-240p.**

Parental self-efficacy (PSE) is an essential predictor of parenting practices and child development. The content-specificity of PSE is not well understood: Previous studies are based on either measure of general parental self-efficacy or task-specific parental self-efficacy but not measures of both constructs. Thus, we do not know how both constructs are related. With data from the “AQuaFam” study, we compared four-factor models to investigate the structure of PSE. It was a priority whether (1) task-specific and general PSE could be assessed separately or (2) be mapped in a hierarchical model with task-specific PSE factors and a superordinate factor of general PSE. A Chi-square test shows no significant model improvement, which indicates general and task-specific PSE being separate dimensions. US studies suggest that low-income parents, migrants, or parents with a lower educational status experience lower PSE. To adequately support these parents, we need to know whether differences according to families’ background characteristics occur in task-specific and general PSE beliefs. We tested general PSE and PSE in four parenting tasks for differences according to families’ background characteristics. Parents with a university degree they were self-efficacious in communicating responsible media use than parents without a university degree. Parents with a non-German family language they were self-efficacious in communicating a responsible media use, caring for a sick child, and in their general PSE compared to parents with German as a family language. The results of the group differences are discussed in the context of how to support different parent groups.

#### **1.6.96 OCASIO-STOUTENBURG, LYDIA**

Impact of a Culturally Responsive Professional Development Program in Assistive Technology for Latinx Teachers

**JOURNAL OF EARLY INTERVENTION, VOL.45(2), 2023, 145-162p.**

Very few studies have examined how to culturally and linguistically (CL) adapt professional development (PD) programs in assistive technology (AT) for Latinx teachers serving young

children with disabilities. The purposes of this article are (a) to present an iterative design of a CL-adapted PD program, (b) to examine the impact of this program on teachers' use of AT practices to support young children with disabilities in early childhood classrooms, and (c) to evaluate the usefulness of program adaptations through the lens of bilingual Latinx practitioners. The Ecological Validity Model (EVM) was used as a framework for both the development and assessment of the program's CL adaptations. Quantitative results indicated significant changes in teachers' AT use pre- to post-intervention, while qualitative findings revealed the program's alignment with the language, persons, metaphors, and context dimensions of the EVM. In addition, three themes provided rich descriptions of the program's responsiveness to practitioners and classrooms. This study supports the CL adaptation of AT interventions as an equitable practice, supporting young children across a range of disabilities, cultures, and contexts while empowering the diverse practitioners who serve them.

#### **1.6.97 WITMER, SARA E., ET AL.**

Extended Time Accommodations on the 2017 NAEP Grade 8 Mathematics Test: Eligibility, Use, and Benefit

**JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, VOL.41(2), 2023, 123-135p.**

Extended testing time is a common accommodation given to students with disabilities. However, little is known about whether students who are eligible for the accommodation actually use it, and with what effect. The present study used process data available from the digitally delivered 2017 National Assessment of Educational Progress (NAEP) mathematics test to explore these topics. We found that although the majority of students with special education plans were eligible for extended time accommodations, most of those eligible students did not actually take any additional time at all to complete the test. We describe differences in eligibility for extended time and use of extended time that were identified according to gender, race/ethnicity, disability type, family income level, English Learner status, perceived importance of the test, and use of the text-to-speech (TTS) accessibility feature. Use of extended time (among eligible students) was associated with higher performance. Implications for practice and future research are discussed.

#### **1.6.98 LIM HYO JIN & LEE SORA**

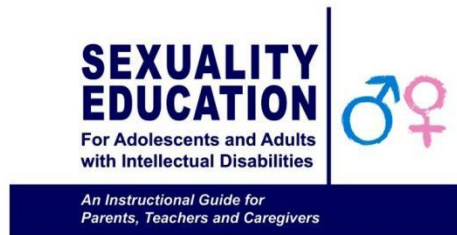
How Grit-S Items Work in Measuring Growth: Focusing on Item Discrimination and Sensitivity to Change

**JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT, VOL.41(2), 2023, 175-193p.**

This study investigates how sensitively the current grit measure (Grit-S) is able to reflect the differences between individuals (i.e. item discrimination) and change within individuals (i.e. sensitivity to change of items) using longitudinal data. Data from the Korean Children and Youth Panel Study 2018 of elementary (fourth grade) and middle school (seventh grade) cohorts were analyzed. We compared a series of longitudinal factor models of change with an initial trait and a change in grit represented by latent traits. Results showed that the models hypothesizing two latent traits with respect to the two elements of grit (interest and effort) best fit the data. In the elementary school cohort, sensitivity to change was different from discriminating between-person differences at baseline. Meanwhile, in the middle school cohort, sensitivity to change was identical to discriminating between-person differences at baseline. The items having low discrimination and low sensitivity to change resulted in syntactical complexity and did not accurately reflect the trait that was intended to be

measured. Despite the Grit-S being widely used for many years, it is suggested that researchers and educators should administer this measure at taking an individual's change and school-level difference into account.

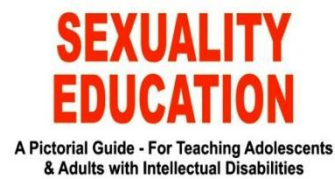
## Books on Sexuality Education by NIEPID



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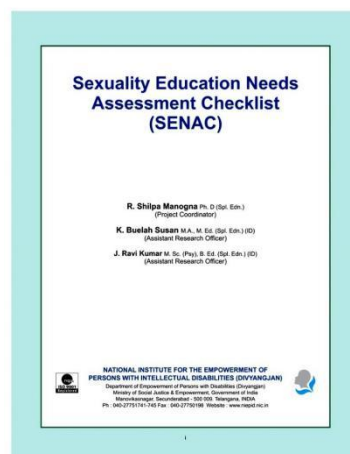
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## **SAMPLE ENTRY**

**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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