

KARAVALAMBAN

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NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS

WITH INTELLECTUAL DISABILITIES(DIVYANGJAN)

Department of Empowerment of Persons with Disabilities (Divyangjan)

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

मनोविकास नगर, सिकन्दराबाद, तेलंगाना

Ministry of Social Justice & Empowerment, Government of India

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

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

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

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

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मनोविकास नगर, सिकन्दराबाद, तेलंगाना

Department of Empowerment of Persons with Disabilities
(Ministry of Social Justice and Empowerment, Govt. of India)
(An ISO 9001:2015 Institute)

Manovikasnagar, Secunderabad – 500 009. Telangana, India.

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

Website: www.niepid.nic.in

E-Mail: dlis@nimhindia.gov.in

1.0 Abstracts of Current Articles

1.1 Psychology

1.1.1 EDELSTEIN, MATTHEW L., ET AL.

Development and Implementation of a Function-Based Clinical Interview to Evaluate Childhood Behavior Problems

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 421-435p.

The most common reason that children are referred to mental health providers relates to behavior and emotional problems. Without intervention, children with maladaptive behaviors are at risk for poor school performance, interpersonal difficulties, and significant conduct problems later in life. Previous research on the assessment of these problems has focused primarily on caregiver self-report questionnaires, observational coding, and/or diagnostic classification. The behavior literature has far fewer examples of best-practice interview strategies to solicit meaningful clinical information from primary stakeholders. Since caregiver report is essential during initial interviews to better understand his or her child's presenting issues and given the primary role of assessment is to integrate information into the design of an evidence-based intervention (Barlow et al., 2005), additional published guidance on the content of these clinical interactions is warranted. The following paper outlines an approach to gathering pertinent information from caregivers about their children's behavior in a way that is germane to treatment planning. In addition, the authors include validity and reliability data to substantiate the interview's continued use in the clinical setting.

1.1.2 SALVARIS, ANDREA CHOLE, ET AL.

Children's Perspectives of an Enhanced Cognitive-Behavioral Treatment for Child-Parent Dyads With Anxiety Disorders

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 495-510p.

Prior research has extensively evaluated the efficacy of cognitive-behavioral therapy (CBT) for child anxiety disorders—however, few studies have investigated anxious children's perspectives and experiences of participating in CBT. This qualitative study explored children's acceptability of a newly developed enhanced CBT intervention, designed specifically for the treatment of anxiety disorders in children with a clinically anxious parent. The study also explored children's perceptions and experiences of individual (child only) and joint observational (child-parent) exposure activities that were key to the intervention. Ten children (age range 6–11, $M = 8.5$ years) and their mothers (age range 34–45, $M = 39.5$ years) completed in-depth semistructured interviews to investigate child participants' anticipated and experiential acceptability of the enhanced CBT intervention. Thematic analysis revealed seven major themes broadly reflecting the acceptability, appropriateness, and perceived benefit of the intervention elements, with particular value credited to exposure tasks and the dyadic nature of the intervention. Findings suggest that future experimental evaluation of the enhanced intervention is warranted. Further, the study highlights that CBT for child anxiety disorders, where exposure work is a feature, is acceptable and perceived to be effective by its intended treatment recipients. Trial prospectively registered, preresults, ANZCTR1261900033410.

1.1.3 BEN RAFAEL, SHARON, ET AL.

Dual-Session Tokophobia Intervention, a Novel Ultrashort Cognitive Behavioral Therapy Protocol for Women Suffering From Tokophobia in the Third Term of Pregnancy

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 520-538p.

Tokophobia is a debilitating, relatively prevalent, and undertreated anxiety disorder, which can lead to prenatal, natal, and postpartum adverse effects. This article provides an outline of the Dual-Session Tokophobia Intervention (DSTI), an ultrashort exposure-based cognitive behavioral therapy (CBT) protocol that can be delivered by non-mental-health professionals to women in the third term of pregnancy. The detailed description of the intervention is illustrated by a case study that is part of an ongoing clinical trial, targeting the specific needs of women suffering from Tokophobia near term. DSTI is carried out in two sessions (for a total of 4 hours) with a 1-week interval in between. The intervention protocol presented in this article, to the best of our knowledge, is the first to offer treatment specifically for women near term. It aims to decrease anxiety and provide women and their newborns with better obstetric and psychiatric outcomes. The patient presented was screened by the Fear of Birth Scale and a Structured Clinical Interview for DSM Disorders. She indicated her Subjective Units of Distress on a list of specific fears related to childbirth, before and after the intervention. Following treatment, the patient showed a 70% decrease in SUDS, a cessation of avoidance and information seeking behaviors, a short labor duration and a subjective experience of being able to calm herself during a difficult birth and concentrate on the delivery process. Six weeks postpartum there were no signs of depression or PTSD.

1.1.4 KALVIN CARLA B., ET AL.

Aggression Is Associated With Social Adaptive Functioning in Children With ASD and Anxiety

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(3), SEPTEMBER 2023, 168-176p.

Social adaptive functioning is notably compromised and may be further impaired by aggressive behavior in children with autism spectrum disorder (ASD). This study examined the association between aggressive behavior and social adaptive skills in children with ASD and the contribution of aggressive behavior to social adaptive skills in a combined sample of children with and without ASD. Participants consisted of children, ages 8 to 15 years, with ASD (n = 52) and who were typically developing (n = 29). Results indicate that aggressive behavior is negatively associated with social adaptive skills in children with ASD and that it contributes to reduced social adaptive functioning above and beyond ASD diagnosis. Findings underscore the importance of considering the role of aggressive behavior when evaluating and promoting social functioning in children with ASD.

1.1.5 BASSETTE, LAURA, ET AL.

The Impact of Direct Experiences with Children with Disabilities on Undergraduate Student Perceptions and Dispositions

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 977-993p.

The purpose of this study was to explore the impact of an immersive learning (IL) course in which university students planned, developed, and implemented a 2-week day camp for children with disabilities. To assess perceptions and associated dispositional constructs, university students completed reflection activities before, during, and post camp (immediate,

and 3 years after). The results indicate perceptions were impacted both during the IL course and across several timepoints after the completion of course. Comfort interacting with people with disabilities was the primary construct maintained 3-years after the camp, and results indicate the camp experience impacted career choices. Implications and areas for future research are discussed.

1.1.6 DEMSAR, AJDA & BAKRACEVIC, KARIN

Depression, Anxiety, Stress, and Coping Mechanisms among Parents of Children with Autism Spectrum Disorder

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 994-1007p.

The purpose of the present study was to determine the level of stress, anxiety, and depression among Slovenian parents of children with autism spectrum disorder and their coping mechanisms. The study included 42 parents of children with ASD who were enrolled at a specialised clinic for children with hearing and speech difficulties. We used the Depression Anxiety Stress Scales (DASS), the Coping Orientation to Problems Experienced (COPE) inventory, and a demographic questionnaire which included questions on satisfaction with life and social support received. The respondents reported no clinically elevated levels of stress, depression or anxiety. However, the mothers reported more stress and anxiety related symptoms than did the fathers. The results showed that coping strategies of positive reinterpretation and growth were positively correlated to higher perceived social support and greater satisfaction with life, and were negatively correlated with depression and anxiety. Perceived social support was highly negatively correlated with anxiety. Strategies of acceptance were used significantly more often by individuals with a higher level of education.

1.1.7 LAHTELA, HETTI, ETAL.

Mother–infant interaction and maternal postnatal psychological distress are associated with negative emotional reactivity among infants and toddlers— A FinnBrain Birth Cohort study

INFANT BEHAVIOR & DEVELOPMENT, VOL. 72, AUGUST 2023, 1-13p.

Studies have reported mixed findings regarding the effects of mother-infant interaction and maternal distress on children's negative emotional reactivity. In the current study (N = 134 and 107), we examined the effects of maternal Emotional Availability (sensitivity, structuring, non-intrusiveness and non-hostility) and maternal psychological distress on negative reactivity among children in the FinnBrain birth cohort study. In addition, the possible moderating effect of mother-infant interaction on the associations between maternal psychological distress and children's negative reactivity was examined. We used questionnaires to assess maternal psychological distress, observations of mother-infant interaction and observations as well maternal reports of child temperament to overcome the key limitations of many studies relying on single-method assessments. Our results showed that higher maternal sensitivity and structuring at 8 months of child's age were associated with lower mother-reported negative reactivity among children at 24 months. Higher maternal postnatal distress associated with higher parent-reported negative reactivity in children at 12 and 24 months of age when the effects of prenatal distress and the quality of mother-infant interaction were controlled for. Mother-infant interaction and maternal psychological distress did not associate with observations of child negative reactivity. We found no moderation effects of mother-infant interaction regarding the associations between maternal distress and children's negative emotional reactivity. Our findings reflect the

importance of developing interventions to reduce the maternal distress symptoms while enhancing maternal sensitivity and structuring to prevent the possible harmful effects of these on child negative reactivity.

1.1.8 SUSKO, MELISSA, ET AL.

Behavioural reactions to an emotion evoking task in infants at increased likelihood for autism spectrum disorder

INFANT BEHAVIOR & DEVELOPMENT, VOL. 72, AUGUST 2023, 1-11p.

Infants at increased likelihood for autism spectrum disorder (ASD) exhibit more negative affect and avoidance behaviour than typically developing infants, and children with ASD express fear differently than typically developing peers. We examined behavioural reactions to emotion-evoking stimuli in infants at increased familial likelihood for ASD. Participants included 55 increased likelihood (IL) infants (i.e., siblings of children diagnosed with ASD) and 27 typical likelihood (TL) infants (i.e., no family history of ASD). At 18 months, we showed infants two masks that commonly elicit fearful responses in older children and examined potential behavioural differences in approach, avoidance, ‘freezing’, crying, gaze aversion, and smiling. At 24 months, infants were assessed with the Toddler Module of the Autism Diagnostic Observation Schedule, 2nd edition (ADOS-2). Results of video-based coding showed that (1) IL infants exhibited more intense avoidance behaviour than TL infants in response to masks, and (2) intensity of avoidance and duration of freezing were positively correlated with ADOS-2 symptom severity scores. Findings suggest that differences in response to emotion-eliciting stimuli may predict later ASD symptoms. Such behavioural differences may inform early detection and intervention in ASD.

1.1.9 DE WAAL, NOOR, ET AL.

Maternal-infant bonding and partner support during pregnancy and postpartum: Associations with early child social-emotional development

INFANT BEHAVIOR & DEVELOPMENT, VOL. 72, AUGUST 2023, 1-12p.

The first 1000 days after conception are considered critical for healthy development and well-being throughout life. Fundamental to health practices during pregnancy and positive parenting after birth is the development of maternal-infant bonding. Previous research has demonstrated the importance of having an involved partner during pregnancy and in parenting for optimal maternal-infant bonding. The current study examined maternal-infant bonding and partner support during pregnancy and the postpartum period, and their associations with early child social-emotional development. A total of 227 women completed the Pre- and Postnatal Bonding Scale (PPBS) and Tilburg Pregnancy Distress Scale (TPDS) during pregnancy (32 weeks of gestation) and at 8 months postpartum, assessing maternal-infant bonding and partner support. Additionally, a questionnaire on social-emotional behavior of the Bayley Scales of Infant and Toddler Development was administered to mothers to measure child development at 2 years of age. Path analyses revealed an indirect positive effect of prenatal maternal-infant bonding on child social-emotional development through postnatal maternal-infant bonding, as well as mediating effects of pre- and postnatal maternal-infant bonding on the association between pre- and postnatal partner support and child social-emotional development. Our findings support the notion that an emotional connection from mother to child originates in pregnancy and that experiencing positive feelings towards the fetus promotes positive maternal-infant bonding after birth and social-emotional capacities of the child. Additionally, having a supportive

partner during pregnancy and postpartum, might be essential for the development of optimal maternal-infant bonding.

1.1.10 VIRUES-ORTEGA, JAVIER, ET AL.

Reducing face touching through haptic feedback: A treatment evaluation against fomite-mediated self-infection

JOURNAL OF BEHAVIOR ANALYSIS, VOL. 56(3), SUMMER 2023, 549-564p.

Fomite-mediated self-infection via face touching is an understudied transmission pathway for infectious diseases. We evaluated the effect of computer-mediated vibrotactile cues (presented through experimental bracelets located on one or both hands of the participant) on the frequency of face touching among eight healthy adults in the community. We conducted a treatment evaluation totaling over 25,000 min of video observation. The treatment was evaluated through a multiple-treatment design and hierarchical linear modeling. The one-bracelet intervention did not produce significantly lower levels of face touching across both hands, whereas the two-bracelet intervention did result in significantly lower face touching. The effect increased over repeated presentations of the two-bracelet intervention, with the second implementation producing, on average, 31 fewer face-touching percentual points relative to baseline levels. Dependent on the dynamics of fomite-mediated self-infection via face touching, treatment effects could be of public health significance. The implications for research and practice are discussed.

1.1.11 QUIROZ, MATTHEW J., ET AL.

Teaching children to identify and avoid food allergens using behavioral skills training

JOURNAL OF BEHAVIOR ANALYSIS, VOL. 56(3), SUMMER 2023, 565-574p.

Allergic reactions to allergenic foods can pose a lethal threat to children with food allergies. Previous research has demonstrated the effectiveness of using behavioral skills training (BST) plus in situ training (IST) to teach safety responses to children. However, there has not been an evaluation of using BST to teach food safety to children with food allergies. Three elementary-school children of neurotypical development with food allergies participated. We evaluated the efficacy of BST with IST in teaching participants to identify and respond to allergenic foods by (a) asking to see the food packaging, (b) scanning the food label for the allergenic food, and (c) reporting the safety threat to an adult while not consuming the food. Trials without allergenic foods were also presented to ensure discriminated responding. All participants demonstrated the three correct safety responses after BST and responded differentially across allergenic and nonallergenic foods, with two participants requiring feedback (IST).

1.1.12 IWAMOTO, BROOKE K., ET AL.

Exploring bidirectional relationships: Child sleep duration, child behavior problems, and parenting stress in families of children with autism spectrum disorder

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-12p.

Background: Youth with Autism Spectrum Disorder (ASD) are at-risk for sleep and behavior problems, and their parents are at-risk for high stress. Child sleep duration, behavior problems, and parenting stress are interrelated; however, directionality of these associations is unclear and research including youth with ASD is lacking. Using a day-to-day, within-person design, this study explores the directionality of these relationships in families

of children with ASD.

Method: Twenty-six children (ages 3–5, 73.1 % male, 65.4 % Hispanic/Latino) with ASD and their mothers participated in a 14-day study. Child sleep duration (parent-report and actigraphy), behavior problems, and parenting stress were measured daily. Constructs were decomposed into their within- and between-person components and analyzed with random intercept cross-lagged panel models.

Results: While between-person relationships were directionally expected in that shorter sleep, more behavior problems, and greater parenting stress were associated, within-person relationships were complicated. Better-than-average child behavior was associated with less next-day parenting stress, yet more parenting stress than average was associated with better next-day child behavior. As expected, longer-than-average child sleep was associated with less next-day parenting stress, while greater child behavior problems were associated with less sleep that night.

Conclusions: Understanding the directionality of associations between child and parent factors allows for the optimization of interventions to improve the quality of life for families of children with ASD. Interventions that target child behavior and/or help parents manage stress while maintaining effective parenting strategies for sleep and behavior may be useful.

1.1.13 DE VRIES, MARIEKE, ET AL.

Psychometric characteristics of the AQ-Adolescent in autistic and non-autistic adolescents

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-12p.

The Autism Spectrum Quotient (AQ) measures autistic traits in children and adults. The adolescent version of the AQ is understudied. We analyzed the factor structure, informant- and sex differences, and clinical utility of the AQ adolescent in 1) parent reports from adolescents in the general population (GenPop; AQ50; N = 465), parent reports from autistic adolescents (Netherlands Autism Register, NAR; AQ28 [Hoekstra et al., 2011]; N = 284), and parent- and self-reports of autistic and non-autistic adolescents (MATCH; AQ50; N = 84). The tested AQ-Adult factor models (Hoekstra et al., 2011; Murray, Allison et al., 2017; Murray, McKenzie et al., 2017; Russell-Smith et al., 2011), showed an acceptable fit in the GenPop sample, and the bi-factor AQ28-Hoekstra (Murray et al., 2011) fitted the NAR sample acceptably. On the AQ28-Hoekstra, autistic adolescents scored lower whereas non-autistic adolescents scored higher than their parents (MATCH), and males scored higher than females on several factors (GenPop, NAR). Moreover, this factor model appeared invariant among autistic and non-autistic groups. Two cut-off scores were evaluated with ROC analyses for parent reports. Given the informant differences, these cannot be applied to self-reports. In conclusion, the AQ28-Hoekstra reliably measures autistic traits in adolescents with and without autism. Combining parent and self-report seems most informative.

1.1.14 POSA, STEINBERG, R., ET AL.

Psychosocial group therapy interventions for patients with physical disabilities: A scoping review of implementation considerations.

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 235-260p.

Objective: Group therapy is an intervention that has been well-studied in patients with medical illness and shown to optimize patients' wellbeing and mental health resource utilization. However, its implementation and effectiveness have not been adequately studied in those with physical disabilities. This review addresses current gaps by synthesizing the literature to examine implementation considerations in the use of psychosocial group therapy

for anxiety and depression in individuals with physical disabilities. Method: This review adhered to Arksey and O'Malley's methodological framework and the Preferred Reporting Items for Systematic Reviews and Meta-analyses extension for Scoping Reviews Checklist. Studies were identified through MEDLINE, EMBASE, PSYCINFO, and CINAHL. Included studies were qualitative, quantitative, or mixed methods research on participants with a physical disability, and undergoing psychosocial group therapy to address anxiety/depression. Results: Fifty-five studies were included in the review. The most common physical disabilities were multiple sclerosis ($n = 31$) and Parkinson's disease ($n = 13$). Group Cognitive Behavioral Therapy was the most commonly used intervention, facilitated by individuals with formal mental health training. A majority of therapy sessions included cohorts of up to 10 patients, and occurred weekly. Almost half of the studies ($n = 27$) reported high adherence rates (80%–99%), and a large proportion found group therapy led to improvements in their samples on a range of outcomes. Conclusion: Group therapies to address anxiety and depression are diverse, widely used, effective, and well-adhered to. This review may help practitioners develop, implement, and evaluate group programming for individuals with physical disabilities to address anxiety and depression.

1.1.15 BASSI, M., ET AL.

Predicting sense of coherence among caregiving partners of persons with multiple sclerosis.

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 289-300p.

Purpose/Objective: Within the framework of the Salutogenic Model of Health, this study aimed to investigate sense of coherence among caregiving partners of persons with multiple sclerosis (PwMS), and its relationship with perceived social support and illness beliefs conceived as generalized resistance resources in tension management. Research Method/Design: In this cross-sectional study, 398 caregiving partners of PwMS ($Mage = 44.62$; 34.9% women and 65.1% men) filled in questionnaires measuring sense of coherence (Sense of Coherence Scale-13), perceived social support from family, friends and significant others (Multidimensional Scale of Perceived Social Support), and illness beliefs (Revised Illness Perception Questionnaire). Hierarchical linear regression analysis was performed to assess the contribution of perceived support and illness beliefs to sense of coherence, controlling for sociodemographic and clinical variables. Results: Perceived support from family and beliefs concerning illness-related emotional representations, illness coherence, and treatment control emerged as significant predictors of participants' sense of coherence. Higher perceived support from family and stronger beliefs in illness coherence and treatment control were associated with higher sense of coherence, while more negative emotional representations were related to lower sense of coherence values. Conclusions/Implications: Findings lend support to the relevance of a salutogenic approach to caregiving in multiple sclerosis. They further suggest the usefulness of interventions that can promote caregivers' sense of coherence and successful coping in life by benefitting from family support, favoring the construction of a coherent illness view, offering comprehensive information and expert guidance on treatment and rehabilitation opportunities, and promoting adaptive management of negative emotions.

1.1.16 VILLENEUVE, KARÈLE, ET AL.

Subjective and objective burden and psychological distress in care partners of older adults with traumatic brain injury.

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 301-312p.

Purpose/Objective: In care partners of older persons (65 years and older) having sustained traumatic brain injury (TBI), the objectives were (a) to describe subjective burden (emotional, social, financial, and physical burden), objective burden (new roles and responsibilities), and psychological distress at 4 months postinjury, and (b) to explore the predictors of subjective burden and psychological distress. **Research Method/Design:** This is an observational study of care partners of older adults with TBI ($n = 46$; $Mage = 65.2$ years, $SD = 11.2$, 87% female). Participants completed the Zarit Burden Interview, the Hospital Anxiety and Depression Scale, the Brain Injury Complaint Questionnaire (measuring difficulties of the injured older adult perceived by the care partner), and the modified Medical Outcomes Study Social Support Survey. **Results:** A majority of care partners (88%) reported at least one form of objective burden (e.g., increased/decreased time spent in certain activities post-TBI), 29% perceived at least mild subjective burden, and 27% reported either significant anxiety or depressive symptoms. Linear regressions indicated that a higher number of difficulties reported regarding the injured person and poorer perceived social support predicted higher subjective burden and psychological distress. A younger age of the care partner also predicted a higher subjective burden. **Conclusions/Implications:** This study provides a better understanding of the potential impacts of TBI in older age for care partners. Future research should examine how to support adequately care partners in their psychological adaptation after TBI in an elderly person.

1.1.17 BIERBAUER, W., ET AL.

Predicting physical activity following cardiac rehabilitation: A longitudinal observational study

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 338-349p.

Purpose: The adoption of a healthy lifestyle is crucial for patients with established cardiac diseases. However, many patients do not engage in regular physical activity in their everyday life. **Research Method:** The present study applied the health action process approach (HAPA) in an intensive longitudinal research design ($n = 3,354$ daily surveys) investigating intention towards physical activity and objectively measured physical activity in 137 cardiac patients ($Mage = 62.1$ years) during and after inpatient rehabilitation across 28 days. Self-reported HAPA variables were measured daily in online questionnaires at the end of each day. Theory-driven hypotheses were tested using linear multilevel models. **Results:** One-third of the sample did not reach the recommended physical activity levels in the first weeks after discharge from rehabilitation. Results are mostly in line with the motivational HAPA phase at both levels of analysis; outcome expectations and self-efficacy were positively associated with intentions. Results for the volitional phase were partly in line with the HAPA. Daily deviations in previous-day planning and concurrent action control were positively associated with physical activity during and after cardiac rehabilitation. **Conclusion:** The results of this study partly speak towards the HAPA in predicting physical activity in cardiac patients, thereby replicating prior research. The HAPA framework offers guidance for motivating and empowering cardiac patients to be more active in their everyday life.

1.1.18 PADRUETT, E. R., ET AL.

Measurement invariance of maternal depressive symptoms across the first 2 years since birth and across racial group, education, income, primiparity, and age.

PSYCHOLOGICAL ASSESSMENT, VOL.35(8), AUGUST 2023, 646-658p.

Up to 19% of postpartum mothers experience depressive symptoms, which are associated

with infant development. Thus, research examining postpartum depression has implications for mothers' and infants' well-being. However, this research relies on the often-untested assumption of measurement invariance—that measures capture the same construct across time and sociodemographic characteristics. In the absence of invariance, measurement bias may confound differences across time and group, contributing to invalid inferences. In a sociodemographically diverse (40.7% African American, 58.9% White; 67.9% below two times the federal poverty line; 19.4% with less than high school education), rural, longitudinal sample ($N = 1,275$) of mothers, we used moderated nonlinear factor analysis (MNLFA) to examine measurement invariance of the Brief Symptom Inventory–18 (BSI-18) Depressive Symptoms subscale across time since birth, racial group, education, income, primiparity, and maternal age at childbirth. We identified evidence of differential item functioning (DIF; i.e., measurement noninvariance) as a function of racial group and education. Subsequent analyses indicated, however, that the DIF-induced bias had minimal impacts on substantive comparisons examining change over time since birth and group differences. Thus, the presence of measurement noninvariance does not appear to bias substantive comparisons using the BSI-18 Depressive Symptoms subscale across the first 2 years since birth in a sample comprising primarily African American and White mothers living in predominately rural, low-income communities. This study demonstrates the importance of assessing measurement invariance and highlights MNLFA for evaluating the impact of noninvariance as a preliminary step that increases confidence in the validity of substantive inferences.

1.1.19 MARSH, H. W., ET AL.

The bifactor structure of the Self-Compassion Scale: Bayesian approaches to overcome exploratory structural equation modeling (ESEM) limitations.

PSYCHOLOGICAL ASSESSMENT, VOL.35(8), AUGUST 2023, 674-691p.

The rapidly expanding self-compassion research is driven mainly by Neff's (2003a, 2003b, 2023) six-factor Self-Compassion Scale (SCS). Despite broad agreement on its six-first-order factor structure, there is much debate on SCS's global structure (one- vs. two-global factors). Neff et al. (2019) argue for an exploratory structural equation model (ESEM) with six specific and one global bifactor (6ESEM + 1GlbBF) rather than two global factors (6ESEM + 2GlbBF). However, ESEM's methodological limitations precluded testing the appropriate 6ESEM + 2GlbBF, relying instead on a model combining ESEM and traditional confirmatory factor analysis (6ESEM + 2CFA). Although intuitively reasonable, this alternative model results in internally inconsistent, illogical interpretations. Instead, we apply recent advances in Bayesian SEM frameworks and Bayes structural equation models fit indices to test a more appropriate bifactor model with two global factors. This model (as does 6CFA + 2GlbBF) fits the data well, and correlations between compassionate self-responding (CS) and reverse-scored uncompassionate self-responding (RUS) factors ($\sim .6$) are much less than the 1.0 correlation implied by a single bipolar factor. We discuss the critical implications for theory, scoring, and clinical application for the SCS that previously were inappropriately based on this now-discredited 6ESEM + 2GlbCFA. In applied practice, we endorse using scores representing the six SCS factors, total SCS, and CS and RUS components rather than relying solely on one global factor. Our approach to these issues (dimensionality, factor structure, first-order and higher order models, positive vs. negatively oriented constructs, item-wording effects, and alternative estimation procedures) has wide applicability to clinical measurement.

1.1.20 BROWN, T. A., & SELBOM, M.

Further validation of the Personality Disorder Severity for ICD-11 (PDS-ICD-11) scale in a community mental health sample

PSYCHOLOGICAL ASSESSMENT, VOL.35(8), AUGUST 2023, 706-714p.

The *International Classification of Diseases, 11th Edition (ICD-11)* has reconceptualized personality disorders (PD), and measures are therefore being developed to aid the assessment of *ICD-11* PD. The present study examined the validity of the recently developed self-report inventory the Personality Disorder Severity for *ICD-11* (PDS-*ICD-11*), and its utility in differentiating across *ICD-11* PD severity levels in a community mental health sample ($n = 232$). We examined the associations between the PDS-*ICD-11* with various clinician ratings, self-report questionnaires, and informant-report measures of dimensional personality impairment and traditional *Diagnostic and Statistical Manual of Mental Disorders, fifth edition* PDs. Further, we examined mean group differences in PDS-*ICD-11* scores between levels of *ICD-11* PD clinician diagnosis. The PDS-*ICD-11* exhibited moderate-to-large associations with all clinician ratings, and more variable associations with self-report and informant-report measures. PDS-*ICD-11* mean scores were significantly different across all levels of *ICD-11* PD clinician-rated diagnostic levels. These findings provide additional promising evidence for the validity and utility of the PDS-*ICD-11* for the assessment of ICD-11 PD in community mental health patients.

1.1.21 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

1.2.22 KEESLER, JOHN M., ET AL.

Trauma-specific treatment among individuals with intellectual/developmental disabilities: A case series with progressive counting

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 296-306p.

Background: Individuals with intellectual/developmental disabilities are vulnerable to potentially traumatic events and trauma sequelae. Despite ongoing advances surrounding trauma and intellectual/developmental disabilities, trauma-specific treatments are needed for people with intellectual/developmental disabilities. This study explores the first implementation of Progressive Counting (PC), a novel trauma treatment, with people with intellectual/developmental disabilities.

Methods: A case series with descriptive analyses was used to explore the implementation and effectiveness of PC among four adults with intellectual/developmental disabilities and trauma histories.

Findings: PC was associated with reductions in symptoms and increased quality of life. Although individual experiences required modest adaptations to the intervention, PC was generally well-tolerated and required a limited number of treatment sessions.

Conclusions: PC demonstrates promise as a trauma-specific treatment. Additional research with increased methodological rigor is warranted to further establish its efficacy. Recommendations for future research and practice are provided.

1.2.23 CAREY, EILEEN, ET AL.

Exercising autonomy—The effectiveness and meaningfulness of autonomy support interventions engaged by adults with intellectual disability. A mixed-methods review

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 307-323p.

Background: The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recommend all disabled people receive support to develop their autonomy. Subsequently, evolving models for supported decision-making and informed consent present guidance to enable autonomy support, which have relevance to people with intellectual disabilities. To date, reviews have explored how adults with intellectual disabilities exercise their autonomy or factors impacting the development of their self-determination. This review aimed to establish the effectiveness of ‘autonomy support interventions’ engaged by adults with intellectual disability and the meaning of these interventions to this cohort.

Methods: A systematic search of Cinahl Complete, PsychINFO and Scopus databases was undertaken. The search was limited to studies published between 2000 and 2020. Identified citations were uploaded to EndNote X9, duplicates removed, search outputs imported into Covidence and titles and abstracts screened. Data were extracted using an amended JBI data extraction Tool. The search strategy is reported in the adapted PRISMA flow diagram.

Findings: Twelve studies were included in the mixed methods review. Critical appraisal was undertaken using the Crowe Critical Appraisal Tool. These findings identified varied and creative autonomy support interventions utilised across ordinary activities with adults with intellectual disabilities.

Conclusion: This review identifies the essential components of how autonomy support interventions can enhance ordinary experiences for adults with intellectual disabilities while

enabling them to develop skill sets to be more self-directed in the choices they make.

1.2.24 MARLOW, KATIE, ET AL.

Adapting the protocol for narrative exposure therapy for adults with mild intellectual disabilities

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 334-343p.

Background: Narrative exposure therapy (NET) is a trauma-focused cognitive behavioural therapy, recommended by the National Institute for Health and Care Excellence in 2018, to treat posttraumatic stress disorder in adults. There is a lack of research exploring the effectiveness of NET with adults with intellectual disabilities. The aim of this study is to develop an adapted version of the NET protocol (IDNET) for use with adults with mild intellectual disability.

Methods: A qualitative research design was employed. Stage one involved systematically adapting the NET protocol for adults with mild intellectual disabilities in collaboration with a service user group comprising eight consultants. Stage two involved gaining professionals' views on the adapted protocol and on the use of NET in intellectual disability services. This comprised a focus group of eight clinical psychologists specialising in intellectual disabilities and an expert panel of three NET clinicians. The framework approach was conducted on the focus group data only following guidance from a previous study.

Findings: An adapted NET protocol and collection of 'easy read' therapy materials were developed (IDNET), which incorporated feedback from the three stakeholder groups. Key concepts of 'Optimism and motivation to adapt NET for people with mild intellectual disabilities' and 'Factors related to NET in practice' were developed to describe the views of clinical psychologists. A number of issues were raised by professionals regarding the delivery of IDNET.

Conclusions: Professionals were optimistic about IDNET; however, issues raised regarding the delivery of IDNET require exploration when IDNET is trialled in practice. Specific implications for clinical practice and future research are discussed.

1.2.25 SHANAHAN, PAUL, ET AL.

The prevalence of sleep disorders in adults with learning disabilities: A systematic review

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 344-367p.

Background: Previous research indicated a high prevalence of disordered sleep among adults with learning disabilities, however issues with design impacted findings. The current systematic review aims to: (a) present how disordered sleep and sleep disorders amongst adults with learning disabilities are described in the literature, and (b) report on the prevalence of disordered sleep and sleep disorders among adults with learning disabilities.

Methods: Five databases (EMBASE, MEDLINE, PsycARTICLES, PsycINFO and PubMed) were searched for articles published from 1900 to October 2021 that examined the prevalence of disordered sleep and/or sleep disorders in adults aged 18 or older with learning disabilities. The Joanna Briggs Institute critical appraisal checklist for prevalence studies was used to assess study quality and prevalence is described and reported as ranges. The study was registered on PROSPERO (ID: CRD42019134550).

Findings: A total of 27 studies were selected. Twenty studies (n = 8043 participants) examined the prevalence of disordered sleep and identified prevalence ranging from 6.1% to

74.2% across a range of sleep parameters. Twelve studies examined sleep-related breathing disorders (n = 2558 participants) and identified prevalence which ranged from 0.5% to 100%. There was notable heterogeneity between studies in terms of quality, definition of disordered sleep, measurement of sleep, and study design.

Conclusion: There was a variable prevalence of disordered sleep among people living with learning disabilities. There were problems in meaningfully synthesising results due to heterogeneity in measurement, diagnosis, study design and study quality. Based on these limitations, we suggest that future studies should seek to utilise objective, replicable and consistent measures of sleep in this population and control for physical health factors which could influence prevalence such as epilepsy and iatrogenic effects.

1.2.26 ZAAGSMA, MIRIAM, ET AL.

Supporting independently living people with intellectual disabilities: A qualitative study into professional remote support practices

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 379-388p.

Background: Professional support for people with intellectual disabilities is increasingly delivered remotely. Understanding what support workers do to support people with intellectual disabilities remotely, and how they do this, is therefore important. The purpose of this study was to gain insight into the remote support practice of the support staff of the Dutch service DigiContact.

Methods: A qualitative study was performed in which we followed an inductive-iterative process and used different sources of information: documents, interviews with people who are supported by DigiContact and their caseworkers, and interviews with DigiContact support workers.

Findings: Seven themes were constructed and described. Four themes reflected the support activities of DigiContact support workers, and three themes reflected qualities that guide how the support is provided.

Conclusions: A remote support context can bring both challenges and opportunities to the practice of supporting people with intellectual disabilities. The findings can be useful for service organisations who are contemplating the adoption of remote support initiatives for people with intellectual disabilities.

1.2.27 BLOCKSIDGE, HOPE, ET AL.

Conducting video therapy with adults with an intellectual disability: A qualitative study of qualified and trainee psychologists' experiences

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 389-399p.

Background: Online therapy is becoming increasingly popular as well as necessary. There is little research regarding the experience of psychologists delivering online therapy to individuals with an intellectual disability.

Method: The study used online semistructured interviews and interpretive phenomenological analysis to explore the experiences of five psychologists delivering online therapy to individuals with an intellectual disability.

Findings: Four superordinate themes were generated from the data: Environment: "You can't control the environment"; Person centred: "I do not think it's one size fits all"; Rapport: "slightly trickier to build"; and Clinician ability and experience: "it was a bit of a learning

process". Psychologists spoke of prior negative beliefs and a range of challenges to video therapy. Their discomfort with using this technology was noted; however, a motivation to continue offering therapy to clients outweighed this. All participants concluded with benefits to using video therapy, notably increased accessibility.

Conclusion: A hybrid model including face-to-face and online therapy appears preferable for future ways of working. Training is recommended for professionals and individuals supporting clients, and an assessment tool for the suitability of online therapy. Further research exploring online therapy experiences of people with intellectual disabilities is required.

1.2.28 CAHILL, CIARA & GUREIN, SUZANNE

Current and future living arrangements: The perspective of young adults with intellectual disabilities

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 400-406p.

Background: The transition from adolescence to adulthood typically involves exploring living options. However, there is very little research focusing specifically on the views of young adults with intellectual disabilities on this topic. This article contributes to this topic by exploring the views of Irish young adults with intellectual disabilities regarding their current and future living arrangements.

Methods: Ten participants (18–23 years; four males), living in their family home, were recruited through a disability services provider in Dublin. Semistructured interviews were conducted, and data analysed using thematic analysis.

Findings: Participants were positive about their current living situation, especially in terms of the people they live with, and the personalised nature of their home. In terms of future living, participants displayed a general openness to move out, although half of the participants would prefer to remain in their current living situation. Participants indicated a preference for living with familiar and compatible company. Participants highlighted their knowledge of rights and responsibilities, as well as their understanding of the value of daily living skills, and the costs involved with living. Participants unanimously expressed a desire to be the primary decision maker regarding their future living situation. Supports in both daily living and significant decision-making were discussed.

Conclusions: This study provides an important insight into the views of these young adults and can assist in filling the gap in current literature regarding this population's views of their current and future living arrangements.

1.2.29 ÇİĞDEM MÜGE HAYL & AYFER AYDN

Factors that are hindering and facilitating sleep quality of children with intellectual disabilities and their mothers: A qualitative study

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 407-418p.

Background: Sleep is an important physiological need for children with intellectual disabilities and their mothers. The present study aims to obtain detailed information on the factors that are hindering and facilitating the sleep quality of children with intellectual disabilities and their mothers.

Method: Twenty-one mothers of children with intellectual disabilities aged 2–18 years were interviewed to identify their perceptions of the factors that hindered or facilitated the quality

of their sleep and that of their children. The interviews were transcribed, coded and analysed thematically using the MAXQDA qualitative data analysis program.

Findings: The interview data generated three main themes relating to factors that are hindering and facilitating sleep quality in children with intellectual disabilities and their mothers: physiological, psychological and environmental factors.

Conclusion: Mothers reported that sleep problems negatively affect themselves and their children with intellectual disabilities. Parent education and counselling on topics of environmental regulation, methods of coping with stress and establishing and maintaining routines are recommended to enhance sleep quality.

1.2.30 COLLETT, ZOE, ET AL.

Expressive touch in health and social care: A review of touch guidance to explore the extent to which social and communication needs of adults with learning disabilities are considered
BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 450-459p.

Background: People with a learning disability can present with complex physical and social needs, and sometimes rely on touch for communication. Historically, touch-related staff guidance has been described as risk-averse, lacking an evidence base, control-orientated and potentially harmful. This project reviews local touch-related guidance from adult learning disability services, exploring the extent to which they consider the social and communication needs of service users.

Methods: Five touch-related guidance documents were analysed using a summative content analysis. Counts of relevant search terms were analysed quantitatively. Extracts containing the search terms were then analysed qualitatively, to explore their context.

Findings: Considerable variation was noted between the guidance documents. All the documents discuss communication within the context of touch, although to varying extents. The analysis highlighted a focus on safety and risk within most documents, however, some documents also demonstrated encouragement of positive risk management and the safe use of touch.

Conclusions: While this study has identified several positive aspects of the guidance documents, these helpful recommendations and arguments appear inconsistently within individual documents. Services should work towards developing guidance that consistently considers practical steps to reduce risk and facilitate the safe and effective use of expressive touch cross-service. Further research into current practice relating to expressive touch is indicated.

1.2.31 LONG HOLLY M., ET AL.

An Evidence-Based Practice Synthesis of Virtual Manipulatives for Students With ASD and IDD

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(3), SEPTEMBER 2023, 147-157p.

Virtual manipulatives are increasingly being used to support students with autism spectrum disorder and intellectual and developmental disability (ASD/IDD), in mathematics. However, to date, virtual manipulatives have not been examined or classified as an evidence-based practice for students with ASD/IDD, despite classifications of virtual manipulatives as evidence-based for students with learning disabilities (LD; Park, Bouck, & Fisher, 2021) and concrete manipulatives as evidence-based for students with ASD/IDD (Spooner et al., 2019).

The purpose of this review was to assess the current state of the literature on virtual manipulatives and determine whether virtual manipulatives are an evidence-based practice for students with ASD/IDD. Eighteen of the 24 articles located for the review met quality indicators according to Cook et al. (2014) and presented positive results for the 42 students. The authors of this synthesis concluded virtual manipulatives broadly—and virtual manipulative-based instructional sequences disaggregated—are evidence-based practices in mathematics for students with ASD/IDD.

1.2.32 GILROY, SHAWN, ET AL.

A delayed intervention start randomized controlled trial of high- and low-tech communication training approaches for school-age autistic children with co-occurring intellectual disability

JOURNAL OF BEHAVIOR ANALYSIS, VOL. 56(3), SUMMER 2023, 593-606p.

The researchers designed a delayed intervention start randomized controlled trial to compare improvements in functional communication following augmentative and alternative communication (AAC) interventions. The study compared outcomes from function-based applied behavior analytic (ABA) and eclectic non-ABA forms of classroom-based communication strategies (waitlist control) as well as from high- and low-tech forms of AAC. High-tech AAC consisted of tablet-based communication, and low-tech AAC used an exchange of picture cards. The community-based sample consisted of 29 autistic children with a co-occurring intellectual disability. Participants were randomized to groups (AAC, waitlist control), and each group received approximately 3 months of communication intervention. Multilevel modeling of learner outcomes indicated that the function-based approach produced greater improvements than the eclectic alternative, but significant differences were not observed between outcomes of high- and low-tech forms of function-based AAC. These results are consistent with earlier investigations and provide supporting evidence that both high- and low-tech forms of function-based intervention are effective for use with autistic children with accompanying intellectual disability. Additional discussion is provided regarding further research into how technology is applied and incorporated into behavior analytic programming.

1.2.33 SHOUMITRO (SHOUMI) DEB, ET AL.

The use of medication for challenging behaviors in people with intellectual disabilities: The direct care providers' perspective

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 16(3), JULY 2023, 253-274p.

Background: Over medication of people with intellectual disabilities, particularly when psychotropic medications are used for challenging behavior (CB) in the absence of a psychiatric disorder, is a significant public health concern. Support staff play a pivotal role in influencing the prescribing process. Staff views and attitudes toward medication use for CB are therefore of paramount importance.

Method: We have conducted four focus groups involving support staff ($n=8$), home managers ($n=5$) and trainers ($n=3$), two of which primarily explored participants' experiences and views on using medication for CB and medication withdrawal.

Results: Some participants felt medication use was justified, but others saw that as a form of chemical restraint. Most agreed that poly pharmacy of psychotropics might lead to side

effects. Some acknowledged the lack of shared decision-making involving people with intellectual disabilities and their families. There was universal anxiety about withdrawing the medication.

1.2.34 INGE VERHAGEN, ET AL.

Safety, Feasibility, and Efficacy of EMDR Therapy in Adults with PTSD and Mild Intellectual Disability or Borderline Intellectual Functioning and Mental Health Problems: A Multiple Baseline Study

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 16(4), OCTOBER 2023, 291-313p.

Background: Little is known about the efficacy of eye movement desensitization and reprocessing (EMDR) therapy for post-traumatic stress disorder (PTSD) symptoms in people with mild intellectual disability or borderline intellectual functioning (MID-BIF).

Aims: To explore the safety, feasibility, and efficacy of EMDR therapy in adults with MID-BIF, PTSD, and comorbid mental health and psycho-social problems.

Methods and procedures: Data were collected from nine participants using a non-concurrent multiple baseline design. PTSD symptoms, level of daily life impairment, and possible adverse effect were measured weekly during baseline, treatment, post-treatment, and at three-month follow-up. Depressive symptoms, general psychopathology, and mental health problems were assessed once in every phase.

Outcomes and results: Participants displayed a significant reduction of PTSD symptoms, and the majority of participants no longer met criteria for DSM-5 PTSD diagnosis after therapy. EMDR therapy appeared to be safe, as no adverse events were reported during the study time frame. Further, participants showed a decrease in depressive symptoms as well as less severe general psychopathology and mental health problems following therapy.

Conclusion: EMDR therapy was found to be safe, feasible, and (potentially) efficacious in decreasing PTSD symptoms, loss of PTSD diagnoses, reduction of level of daily life impairment, and general psychopathology for adults with MID-BIF, suffering from both severe mental health and psycho-social problems.

1.2.35 WERNER, NATALIE & BIENSTEIN, PIA

Multiple and Single Functions of Self-Injurious Behavior in Autistic Adults with an Intellectual Disability

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 16(4), NOVEMBER 2023, 313-338p.

Background: Understanding the operant function of self-injurious behavior in autistic individuals is imperative to understanding its etiology and designing effective prevention strategies.

Methods: We conducted a postal survey of residential care facilities including two functional assessment tools: QABF and IfES. Questionnaires for N = 178 residents were returned.

Results: For 21.2% a single, and for 62.9% multiple functions were identified by the QABF, with the most frequent function being escape (51.8%). The IfES identified unable to cope with a situation as primary antecedent for 39.8% of the residents. Non-vocal individuals presented a higher number of functions and had overall higher subscale scores.

Conclusion: The study was the first to investigate single and multiple functions of SIB within a large sample of autistic adults. Results suggest that multiple functions of SIB are common with negative reinforcement contingencies being most important. Results have to be

interpreted with caution due to psychometric limitations of the instruments used.

1.2.36 FERNÁNDEZ-ÁVALOS, MARÍA INMACULADA, ET AL.

Coping with Death and Bereavement: A Proactive Intervention Program for Adults with Intellectual Disability

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL. 16(4), DECEMBER 2023, 339-362p.

Like the broader population, people with intellectual disability (ID) experience the process of grief after loss of a loved one. However, there are a series of risk factors characteristic of this population that can hinder the development of adaptive grief, including cognitive and affective aspects. The objective of this study was to evaluate the effectiveness of a brief intervention program in people with ID to improve understanding of the concept of death, the grief processes, and adaptive attitudes.

Method: A mixed method design that included a controlled, randomized research design, was used. A total of 38 people with ID participated. The variables measured were: grief, biological and cognitive concept of death.

Results: The program significantly increased understanding in two dimensions of the concept of death, Inevitability and Universality, and demonstrated a greater understanding and healthier attitudes regarding death and grief.

Conclusions: It is recommended that, in future research studies, education on death be worked as early as possible in people with ID, in order to prevent future pathological grief.

1.3 Special Education

1.3.37 RIX, JONATHAN

Insults according to notions of intelligence: Perspectives from education and newsmedia
BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 324-333p.

Background: The terms idiot, imbecile, and moron are generally associated with notions of intelligence, having served both scientific and mundane roles across cultural-historical contexts and in many different countries. This study seeks to explore the degree to which the use of these terms is an everyday part of our lives and to map out the meanings being attached to them.

Methods: This study reports on their current usage in two arenas: within 29 academic papers published from 2016 to 2021, reporting on interviews or observations undertaken in educational contexts; and within 134 articles from four English language newspapers published in the first three months of 2021. Using a discursive and thematic approach to the analysis, it considers the degree to which these may be considered slur or taboo words, and whether they can be linked to discriminatory practices frequently experienced by groups with whom they are associated.

Findings: It is evident that people use the terms differently in different arenas. However, they see them as negative, associate them with stereotypical characteristics, are happy to apply them to others, but want to avoid having them applied to themselves.

Conclusion: This study shows how widely these words are used across social contexts, and suggests that as with other historical terms for marginalized populations we need to regard them as slurs and treat them as taboo.

1.3.38 PAISLEY, COURTNEHY A., ET AL.

Teacher-Reported Classroom Strategies and Techniques for Students With Autism Spectrum Disorder

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(3), SEPTEMBER 2023, 158-167p.

Teachers' training in and knowledge of autism spectrum disorder (ASD)–specific evidence-based practices (EBPs) vary widely. While researchers continue to develop and disseminate evidence-based interventions, the research-to-practice gap between these interventions and implementation within school settings remains an ongoing challenge. This study examined qualitative responses from teachers regarding their knowledge of ASD-specific EBPs and the strategies used in their own classrooms. Results found that about a quarter of the sample of teachers surveyed correctly identified at least one ASD-specific EBP and reported using at least one ASD-specific EBP in their classrooms. While just more than half of a subsample of teachers reported using at least one ASD-specific EBP in their classrooms, just less than half accurately identified and categorized these practices as such. These findings highlight gaps and discrepancies in teachers' reported knowledge and application of ASD-specific EBPs and point to the importance of continued education to increase evidence-based classroom practices.

1.3.39 MULLER, EVE, ET AL.

Impact of an IEP Goal Builder on Social Goals for Autistic Students

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(3),

SEPTEMBER 2023, 177-187p.

This pilot study examined (a) the perceived barriers to creating high-quality social and emotional learning (SEL) IEP goals for autistic students without intellectual disabilities, and (b) the impact of using a data-driven SEL IEP goal builder—a key component of the Ivymount Social Cognition Instructional Package (IvySCIP)—on the quality of SEL IEP goals. Based on data from 40 instructor/student dyads, we found the following: First, based on phone interviews, instructors identified a number of significant barriers to the creation of SEL IEP goals for this population, including lack of ability to reliably assess students' SEL strengths and needs, lack of a goal builder/goal bank, and lack of comprehensive, data-driven support for generating SEL goals and tracking progress toward goal mastery. Interviewees agreed that IvySCIP effectively addressed these barriers. Second, based on a comparison of pre-intervention SEL IEP goals and those created using the IvySCIP goal builder, the quality of instructors' IEP goals appeared to improve after introduction of the goal builder, with post-intervention goals significantly more likely to include settings, givens, specific/demonstrable behavior being targeted, and measurement criteria to ensure meaningful progress monitoring. Post-intervention goals also drew more equitably from a range of SEL domains.

1.3.40 ZHOU, WEI, ET AL.

Eye-Movement Patterns in Picture Book Reading for Preschool Children with Hearing Loss
INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 930-945p.

Picture book reading is an educational experience that occurs when children attend to the text in a book while simultaneously listening to its narration. Whether preschool children with hearing loss reliant on assistive devices behave similarly to hearing children during reading with a narrator remains unknown. Sixty preschool children aged from 3 to 7, with or without hearing loss, read a picture book independently or with a narrator. Children with hearing loss produced more fixations and longer viewing time on the picture and fewer fixations and less viewing time on the text than hearing children. Overall, children reading with a narrator paid more overall attention to the picture and less attention to the print compared to children reading independently. Although preschool children with hearing loss have difficulties with picture book reading, they may potentially reap the benefit of reading with a narrator.

1.3.41 SAHIN, CANDAN HARSET & COLAK, AYSUN

Training Home Safety Skills to Parents of Children with Autism Spectrum Disorder: A Multilevel Mixed Study

EXCEPTIONALITY, VOL. 31(3), AUGUST 2023, 165-184p.

Children with autism spectrum disorder (ASD) are known to experience emotional hypo/hypersensitivity, aside from exhibiting restricted and repetitive behaviors. These behaviors prevent them from perceiving and simultaneously responding to environmental stimuli, meaning that they may not notice potential hazards. Children with ASD are in the risk group for home accidents, being unaware of the hazards, and are therefore open to environmental risks. The aim of this study is to determine the needs of families that have children with ASD for home safety skills and to test the effectiveness of the training program prepared. Qualitative, quantitative, and quantitative levels were carried out sequentially in this study conducted with a multilevel mixed design. The findings of the qualitative and quantitative levels revealed that the families were content with taking measures regarding only home accidents, and they were insufficient in providing education. In the last level, the

program was effective in the experimental group, and the awareness of the families increased in the interviews. The program, which also aims to prevent home accidents to which children with special needs are exposed, can be applied to children with and without developmental disability through instructive booklets, animations, and videos.

1.3.42 SAYESKI, KRISTIN., ET AL.

Specially Designed Instruction: Operationalizing the Delivery of Special Education Services
EXCEPTIONALITY, VOL. 31(3), AUGUST 2023, 198-210p.

Since the introduction of response-to-intervention as a process for identifying specific learning disabilities and the widespread adoption of multi-tiered systems of support as a framework for instructional delivery, the role of the special educator has become blurred. Specifically, special educators have struggled to identify their role across tiers of instruction. Often working in the direction of general educators, moving from less intensive to more intensive instructional supports, special educators can inadvertently fail to address instructional and behavioral needs indicated by a student's present levels of academic achievement and functional performance. The purpose of this article is to operationalize the construct of specially designed instruction, which begins rather than ends with the identification of specialized intervention supports, and provide a framework for planning to ensure the delivery of meaningful instruction for students with learning disabilities across settings and circumstances.

1.3.43 SCHUMAKER, JEAN BRAGG

The Effects of Four Multimedia Writing Strategy Programs on Secondary Students' Sentence, Paragraph, and Theme Writing

EXCEPTIONALITY, VOL. 31(3), AUGUST 2023, 211-239p.

This study involved a pretest-posttest control-group design in which four multimedia writing programs were tested with secondary students across a school year. These programs were based on strategic instruction and focused on the skills of writing complete sentences, paragraph writing, and theme writing. Measures included scores on practice activities and quizzes, time spent, knowledge tests about writing skills, sentence-construction scores, complete sentences scores, planning scores, paragraph-organization scores, theme-organization scores, and satisfaction ratings. All of the students who used the multi-media writing programs met mastery on all of the practice activities, quizzes, and planning and writing samples. Significant and substantial differences were found between the posttest scores of the writing students and students who received other academic instruction, as well as between the writing students' posttest scores and posttest scores of a normative comparison group.

1.3.44 GRAHAM, STEVE, ET AL.

Special and General Education Teachers' Beliefs About Writing and Writing Instruction

JOURNAL OF LEARNING DISABILITIES, VOL.56(2), MAY/JUNE 2023, 163-179p.

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.

1.3.45 HAFT, STEPHANIE L., ET AL.

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

JOURNAL OF LEARNING DISABILITIES, VOL.56(2), MAY/JUNE 2023, 193-209p.

Seventy-six general education and 67 special education teachers working in the same 66 elementary schools were surveyed about their beliefs about writing. Each teacher taught writing to one or more fourth-grade students receiving special education services, including students with learning disabilities. Survey findings indicated that general education teachers believed that they were better prepared to teach writing than special education teachers, and they were more positive about their own efforts to learn to teach writing. General education teachers also held more positive attitudes about teaching writing and their own capabilities as a writer than their special education counterparts. Furthermore, general educators were more likely than special educators to indicate that writing developed through effort and process, and less likely to think that writing knowledge came from experts. Beliefs about adequacy of preparation to teach writing predicted teachers' beliefs about their level of knowledge to teach writing, efficacy to overcome students' writing difficulties, and attitudes toward teaching writing. Recommendations for future research and implications for practice are presented.

1.3.46 KING, SETH, ET AL.

Meta-Analyses of Reading Intervention Studies Including Students With Learning Disabilities: A Methodological Review

JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 210-224p.

Learning disabilities (LD) may affect a range of academic skills but are most often observed in reading. Researchers and policymakers increasingly recommend addressing reading difficulties encountered by students with LD using evidence-based practices, or interventions validated through multiple, high-quality research studies. A valuable tool in identifying evidence-based practices is the meta-analysis, which entails statistically aggregating the results obtained through primary studies. Specific methods used in meta-analyses have the potential to influence their findings, with ramifications for research and practice. This review assessed the methodological features of the systematic reviews and analytic procedures featured in meta-analyses of reading intervention studies that included students with LD written between 2000 and 2020. Identified articles (N = 23) suggest that meta-analyses have become more prevalent and transparent over time, notwithstanding issues related to publication bias and the opacity of coding procedures. A discussion of implications follows a description of results.

1.3.47 PIASTA, SHAYNE B., ET AL.

Small-Group, Emergent Literacy Intervention Under Two Implementation Models: Intent-to-Treat and Dosage Effects for Preschoolers at Risk for Reading Difficulties

JOURNAL OF EMOTIONAL BEHAVIORAL DISORDERS, VOL.31(2), JUNE 2023, 225-240p.

Preschool-age children identified as at risk for later reading difficulties can benefit from supplemental, small-group emergent literacy intervention. As such interventions become commercially available and marketed to preschool programs, it is important to understand their impacts when implemented by intended end users under routine conditions. In this study, we examined the effects of the Nemours BrightStart! (NBS!) intervention on children's emergent literacy skills when implemented by teachers and community aides in authentic preschool classrooms. We randomly assigned 98 classrooms to one of three conditions (NBS! teacher-implemented, NBS! community aide-implemented, or control). Children enrolled in these classrooms who met eligibility criteria and were identified as at risk via an early literacy screener (n = 281) completed pretest and posttest emergent literacy assessments; those assigned to NBS! conditions received intervention from their classroom teacher or a community aide affiliated with a local kindergarten-readiness initiative. Intent-to-treat analyses showed no significant impacts of NBS! on any outcome, and an instrumental variable, as-treated approach showed one significant intervention effect on letter writing. Consequently, we did not replicate results of prior highly controlled efficacy trials. Findings have implications for revising the NBS! theory of change, conducting dosage and as-treated analyses, and moving research-based interventions toward scale-up.

1.3.48 JENNIFER FARLEY, ET AL.

Profiles of Behavioral, Academic, and Demographic Characteristics of Middle School Students With Emotional or Behavioral Needs

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(3), JUNE 2023, 171-183p.

Often the characteristics of students with emotional and behavioral disturbances (EBDs) are described in terms of how they compare to students with and without other disabilities. However, such a conceptualization or categorization may overshadow differences that exist among these youth, and few studies examine unique subpopulations within this group. To explore meaningful differences and similarities among students with EBD, which could help to facilitate customization of interventions and supports, we conducted a latent profile analysis of over 300 middle school students receiving special education services for emotional or behavioral needs. Results identified four profiles using demographic variables, school setting (alternative school or not), teacher ratings of behavior and academic competence, and parent report on child suspensions. Criterion variables were then tested, with significant differences identified in use of mental health services, parent empowerment, and caregiver strain. However, significant differences were not found in parent satisfaction with school. Limitations, implications, and the need for additional research are discussed.

1.3.49 SUTHERLAND, KEVIN S., ET AL.

Caregiver and Teacher Perspectives on Home–School Partnerships Within a Tier 2 Intervention

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(3), SEPTEMBER 2023, 219-232p.

Home–school partnerships between teachers and caregivers of students with or at risk of emotional/behavioral disorders (EBD) are critical to support positive student outcomes. Yet, effective home–school partnerships may be particularly challenging to foster for students

with or at risk of EBD, and little is known about how teachers and caregivers view these partnerships. We used a directed content analysis qualitative approach to examine the presence or absence of components of a conceptual model, the CARES framework, within home–school partnerships from the perspectives of both teachers and caregivers of students with or at risk of EBD. Semi-structured interviews were conducted with six U.S. teachers and 11 U.S. caregivers who had participated in a study examining the promise of a Tier 2 intervention. Findings highlight themes unique to specific components of the CARES framework and themes common across components, with authentic relationships and effective communication emerging as particularly salient for both caregivers and teachers. Results suggest critical directions for future research and essential lessons for researchers developing interventions to support positive home–school partnerships for caregivers and teachers of students with or at risk of EBD.

1.3.50 HIRSCH, SHANNA E., ET AL.

An Analysis of Selected Aspects of Functional Behavioral Assessments and Behavior Intervention Plans

THE JOURNAL OF SPECIAL EDUCATION, VOL.57(3), NOVEMBER 2023, 131-141p.

Although functional behavioral assessments and behavior intervention plans (FBA-BIP) are standard practices for students with disabilities, the research base on the nature of FBA-BIPs is limited as most record reviews were conducted before 2010. We examined key compliance components of FBA-BIPs for 304 students with disabilities in one large U.S. local education agency, including demographic differences in FBA-BIP adequacy, and whether *two* key components could predict FBA-BIP quality. Results indicated variability in the quality rating of key FBA-BIP components and differences in FBA-BIP adequacy by grade level. Furthermore, strong associations were found between the overall quality of the FBA-BIP and the function of behavior as well as whether strategies were matched to the function. We discuss limitations, future research, and implications for professional learning and development.

1.3.51 LANDA, CADY, ET AL.

What Is Known About Schools' Transfer of Rights Practices for Students With Intellectual and Developmental Disabilities

THE JOURNAL OF SPECIAL EDUCATION, VOL.57(3), NOVEMBER 2023, 142-151p.

We performed a scoping review of literature on schools' transfer of rights practices under the Individuals with Disabilities Education Act (IDEA) with respect to students with intellectual and developmental disabilities. The review found only limited empirical evidence of how IDEA transfer of rights policies are implemented in schools and affect students and parents. We found a substantial disconnect between this limited empirical evidence and generalizations about school practice made in recent literature that is not empirically based. In addition, we found some misunderstanding of relevant federal policy and little attention to variation in states' policies and schools' practices. Further research is needed to understand the intersection of relevant public policy, school practice, and student postsecondary education, employment, and independent living outcomes.

1.3.52 XIN, YAN PING, ET AL.

The Effect of Model-Based Problem Solving on the Performance of Students Who are Struggling in Mathematics

THE JOURNAL OF SPECIAL EDUCATION, VOL.57(3), NOVEMBER 2023, 181-192p.

The U.S. Nation's Report Card reveals that lower performing students exhibited greater achievement decline than their average/high performing peers based on 2022 long-term trend mathematics assessments for age 9 students. Technology, including computer-assisted instruction, plays an important role in today's dynamic learning environments. Currently, there is a lack of computer-assisted intervention programs that systematically teach generalized word problem-solving skills that are driven by mathematical models. Model-based problem solving (MBPS) is one of the essential emphases in the Common Core mathematical practice standards. This study investigated the effects of a web-based computer tutor, MBPS, on enhancing word problem-solving performance of elementary students who are struggling in mathematics. The MBPS tutor incorporates best practices that are identified by the Institute of Educational Sciences' (IES) latest practice guide, including providing systematic instruction, visual and verbal supports, and teaching of precise mathematical language. Findings indicate that the MBPS tutor boosted participants' performance above and beyond the business-as-usual comparison group.

1.3.53 WHITNEY, TODD, ETAL.

Effects of a Digital Fluency-Based Reading Program for Students with Significant Reading Difficulties

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(3), SEPTEMBER 2023, 262-273p.

Fluency is one of the critical factors necessary for proficient reading due to its connection with reading comprehension yet many students with reading difficulties struggle to become efficient readers of connected text. The purpose of the current study was to examine the effects of a digital reading fluency program that incorporates evidence-based practices such as repeated reading, immediate error correction, modeling, and graphing of performance to improve the oral reading fluency of four elementary students with significant reading difficulties. Using a single-case, multiple probe across participants design, results indicated the Great Leaps Digital Reading Program was an effective intervention for increasing the oral reading fluency of both within-program and grade-level reading passages. Implications of results and future research are discussed.

1.3.54 SUN, XIAONING, ET AL.

Systematic Review of Video-Based Instruction to Teach Employment Skills to Secondary Students with Intellectual and Developmental Disabilities

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(3), SEPTEMBER 2023, 288-300p.

Individuals with intellectual and developmental disabilities (IDD) have a significantly lower employment rate than those without disabilities. One promising intervention for improving employment outcomes is video-based instruction. The purpose of this systematic review was to examine the application of video-based instruction (VBI) to teach employment skills to secondary students with IDD. Twenty-one studies included in this review provide strong evidence that VBI is an effective intervention to prepare secondary students with IDD for

future employment, among which video prompting with error correction was the most frequently used intervention combination. However, the application of VBI was limited to a small number of occupations and contexts. Specifically, most studies were conducted in school settings and focused on technical skills related to performing repetitive tasks. We recommend that future research focus on the broader application of VBI to more diverse employment skills, with an emphasis on generalization to authentic employment settings.

1.3.55 KELLEMS, RYAN O., ET AL.

Social Engagement of Elementary-Aged Children With Autism Live Animation Avatar Versus Human Interaction

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(3), SEPTEMBER 2023, 327-339p.

Social engagement is critical to the personal and social development of children. Individuals with Autism Spectrum Disorder (ASD) often exhibit low levels of social engagement with peers and adults, with clearly fewer instances of eye contact, initiation, joint attention, and empathy. Given the pivotal role of social engagement, procedures that naturally evoke higher rates of social engagement may be critical. Prior research suggests that cartoons and other animated characters are more appealing to children with ASD than traditional face-to-face interactions with adults. However, this assertion lacks consistent empirical support. In this study, five elementary age students with ASD participated in a series of interactions with adults and live animation avatars. An alternating treatments design was used to evaluate participants' social engagement comparing their interactions with avatars to those with humans. Data show all five participants were consistently more attentive to the avatar than to human interventionists. In addition, all participants and their parents indicated the procedures were socially valid (i.e., preferred, feasible, and effective).

1.3.56 WU, TING-FANG, ET AL.

Factors Affecting Information and Communication Technology Use for University Students With and Without Learning Disabilities

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(3), SEPTEMBER 2023, 355-369p.

The purpose of the current study was to develop an appropriate model to represent the relationships among all the significant factors about information and communication technology use for university students, both with and without learning disabilities. This study was conducted in Taiwan with a sample consisting of an international array of research participants. A 40-item researcher-developed questionnaire was used to collect data from 400 students with learning disabilities and 747 students without disabilities. The structural equation modeling approach was a good model fit for both the measurement and structural models. The results indicated that the model proposed can explain the use of information and communication technology by students both with and without learning disabilities in universities. The model can explain 92% of information and communication technology use for students without learning disabilities, and 73% of that for students with learning disabilities. The present study illustrated that a model developed through structural equation modeling could demonstrate structural relations of the essential factors and information and communication technology usage for universities students, both with and without learning disabilities, in a holistic and comprehensive framework.

1.3.57 REYES, JOSÉ ISRAEL, ET AL.

Suitability of Online Higher Education for Learners with Disabilities: The Students' Voices
JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(3), SEPTEMBER 2023, 370-383p.

Online higher education has the potential to offer extra benefits for students with disabilities in comparison with campus-based universities, but it can also cause them some challenges. This case study addresses why students with disabilities choose online studies and how a fully online educational model fits their expectations and needs. Twenty-four students living with physical, sensory, mental, and learning disabilities participated in semi-structured interviews from which we identified six main themes: flexibility, accessibility, curricular design, online interaction, online collaboration, and psycho-emotional well being. These students find online studies flexible, accessible, and helpful for their psycho-emotional well being, but still challenging for interacting and collaborating. Our findings emphasize the importance of applying the Universal Instructional Design for Online Learning in combination with the Universal Design for Learning principles to enhance the inclusion of students with diverse profiles in online learning, as well as offering personalized support for those with severe or multiple disabilities.

1.3.58 HIRSCH, SHANNA E., ET AL.

Preparing Doctoral Students in Special Education: What Do We Really Know?
TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(3), AUGUST 2023, 185-203p.

This exploratory review was conducted to examine recent literature regarding the preparation of doctoral students in special education. Specifically, articles included in this search focused on doctoral preparation in special education between 2005 and 2020. A total of 15 articles were identified and coded for type of study design and themes were developed using qualitative research methods. Results of the qualitative analysis suggest three overarching themes related to special education doctoral preparation. Implications for developing and revising doctoral programs are discussed.

1.3.59 HIRSCH, SHANNA E., ET AL.

Increasing Preservice Teachers' Knowledge and Skills Using a Mixed-Reality Simulator: The Tale of Two Studies
TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(3), AUGUST 2023, 204-222p.

To date, research on mixed-reality simulation (MRS) has focused on various skills including applied behavior analysis, but studies have not evaluated the role of preservice teachers' perceived knowledge, confidence, usefulness, or actual practice related to data collection. To address this gap, we conducted two separate MRS studies, one for behavioral data collection, and one for sharing academic progress in an Individualized Education Program (IEP) meeting. Results of both studies indicate participants' perceptions of their knowledge and confidence significantly increased as well as their actual knowledge or performance. Qualitative findings provide insight into how participants perceived the authenticity of the simulation experiences as well as suggestions regarding dosage and implementation. Limitations, implications for teacher education, and future research are discussed.

1.3.60 BOROSH, AMANDA., ET AL.

Special Education Teacher-Delivered Training for Paraeducators: A Systematic and Quality

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(3), AUGUST 2023, 223-242p.

Schools rely heavily on paraeducators to support the delivery of special education services for students with disabilities (SWDs). However, paraeducators often lack formal training in implementing evidence-based practices. Traditional methods of professional development are not effective at producing long-term changes in classroom staff. Prior research shows that paraeducators can implement skills with high fidelity when provided experiential training or coaching; however, most research has included researcher-as-trainer for paraeducators. Training delivered by special education teachers (SETs) may be a more sustainable training framework. We conducted a systematic and quality review of research on SET-delivered training to improve paraeducators' implementation of skills for supporting SWDs. We identified 11 studies with moderate or high methodological rigor and found behavioral skills training was the most common method used by SETs to train paraeducators. Contextual variables including participant characteristics, target skills, and procedural fidelity were synthesized to provide a summary of strengths and gaps in the research.

1.3.61 STRIMEL, MORGAN M., ET AL.

The Experiences of Teacher Candidates With Disabilities: A Systematic Literature Review

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(3), AUGUST 2023, 243-259p.

Despite the availability of disability resource centers and reasonable accommodations to facilitate access among teacher candidates with disabilities, research has shown that access alone may not be conducive to equitable educational experiences that promote program retention and completion. The purpose of this systematic review of the literature was to synthesize existing research on the experiences of teacher candidates with disabilities in teacher preparation programs and present implications and future directions for research, policy, and practice in higher education disability resources and special education teacher preparation to advance both access and equity in these settings. Results from five total articles showed that teacher candidates with disabilities experienced several barriers to access in their teacher preparation programs that negatively impacted their personal and professional outcomes. The authors conclude with a discussion of future directions for research, policy, and practice in both special education teacher preparation and higher education disability resources.

1.3.62 LOVE, HAILEY R., ET AL.

Putting the "Mix" in Mixed Methods: How to Integrate Quantitative and Qualitative Research in Early Childhood Special Education Research

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 43(3), NOVEMBER 2023, 174-186p.

Mixed methods research (MMR) has the potential to be a powerful tool to expand the ways early intervention/early childhood special education (EI/ECSE) scholarship understands and informs practice. Integration, or the purposeful combination of quantitative and qualitative research approaches, is central for rigorous MMR. However, it can be challenging to identify and enact integration because integration processes and procedures can vary greatly depending on a study's purpose(s), design, and underlying philosophical assumptions and priorities. In this article, we offer guidance on ways EI/ECSE researchers can engage in

meaningful and purposeful integration. We highlight three critical decision-making points: integration dimension or type, integration timing, and relative emphasis of methods when integrating. Additionally, we discuss related considerations to particularly ensure strong qualitative designs and integration within MMR.

1.3.63 CORR, CATHERINE, ET AL.

Ethics in the Early Intervention System: A Mixed Methods Exploration

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 43(3), NOVEMBER 2023, 187-202p.

Early interventionists may frequently encounter ethical dilemmas due to the complex nature of early intervention (EI) service delivery (e.g., EI system infrastructure and building and sustaining collaborative relationships within the system). Therefore, the purpose of this research study was to explore the experiences of EI professionals related to ethical dilemmas. We used a sequential mixed methods design to first survey professionals about their experiences with ethical dilemmas (n = 427). Then, we interviewed a smaller sample (n = 45) to learn about early interventionists (EIs) experiences with ethics, including their constructed meanings of ethical dilemmas, the types of ethical dilemmas they have experienced, and their experiences and processes navigating ethical dilemmas. Results show that EI professionals define ethical dilemmas differently, which influences what they view as a dilemma and how they problem solve. Additionally, professionals identified the need for support and guidelines related to ethical dilemmas.

1.3.64 CORR, CATHERINE, ET AL.

Mixed Methods Journal Reviewing in Early Childhood Special Education

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 43(3), NOVEMBER 2023, 203-213p.

The goal of the journal review process is to ensure that published manuscripts are of high quality and address important topics. Technical criteria about methodology, rigor, and clarity can impact how a manuscript is reviewed. However, journal reviewers rely on accumulated wisdom about credibility, accuracy, reasonableness, timeliness, and relevance to base their judgment about the appropriateness, desirability, or publishability. The purpose of this study was to explore editorial board members' experiences in relation to mixed methods research (MMR). Using a MMR design, we explored the extent to which research judgments, skills, and paradigmatic values are diverse among editorial board members for three high-impact early childhood special education journals and how those features interact when reviewers judge research. First, editorial board members were invited to participate in an online survey. Then, editorial board members who volunteered during the survey were individually interviewed. We present the results and discuss how they can inform peer review process.

1.3.65 SCOTT, LARON A. ET AL.

Special Education Teachers of Color Retention Decisions: Findings From a National Study
COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 256-274p.

Special education teachers of color are underrepresented in research about attrition and retention, despite evidence of their role in the academic, social, and emotional success of students of color. We used critical quantitative methods and structural equation modeling to investigate the attrition and retention variability between special education teachers (SETs) of

color and White SETs. We sampled 778 SETs and found SETs of color reported higher rates of intent to remain in the profession than White SETs. SETs of color in urban schools also rated supports higher than White SETs, based on school geographical location, suggesting higher retention of SETs of color in urban schools. We offer implications for ensuring SETs of color are reflected in research, and policy and practice recommendations to move the discussion of race and teacher shortage forward in the field.



NIEPID Indian Test of Intelligence

1.4 Medical Sciences

1.4.66 PETERSEN, JULIE M., ET AL.

School-Based Acceptance and Commitment Therapy for Adolescents With Anxiety: A Pilot Trial

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 436-452p.

Anxiety disorders are one of the most prevalent diagnoses in youth, often resulting in impaired social and school functioning. Research on treatments for youth anxiety is primarily based in traditional clinical settings. However, integrating youth psychotherapies into the school environment improves access to evidence-based care. The present study is a pilot, randomized waitlist-controlled trial of a school-based, group Acceptance and Commitment Therapy-based (ACT) intervention for adolescents with anxiety. Students at two separate schools (N = 26) with elevated anxiety were randomized to a 12-week waitlist or to immediate treatment. Participants in the immediate treatment condition reported statistically significant decreases in anxiety and class absences at posttreatment and follow-up compared to the waitlist group. No statistically significant differences were found between groups for depression, psychological flexibility, positive mental health, and student well-being. However, medium within-condition effect sizes were seen in the treatment group for all outcomes. Participants reported the treatment as favorable with good acceptance ratings. Overall, this study supports ACT as a viable intervention for schools and other clinical settings providing services to adolescents with anxiety.

1.4.67 NISSLEY-TSIOPINNIS, JANELLE, ET AL.

Preparing Families for Evidence-Based Treatment of ADHD: Development of Bootcamp for ADHD

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 453-470p.

Objective: Many families of children with attention-deficit/hyperactive disorder (ADHD) do not initiate evidence-based treatments (EBTs), placing these children at risk for poor outcomes. Bootcamp for ADHD (BC-ADHD) is a novel, four-session, group intervention designed to prepare parents as informed consumers to engage in multimodal EBTs for ADHD. This paper describes the theory of change and the development of BC-ADHD, outlines its components, and provides an initial proof of concept of the program. Method: Participants were 11 families of children with ADHD (ages 5–11; 55% male; 91% non-Hispanic; 55% White, 27% Black, 18% more than one race) who were the initial participants receiving BC-ADHD during a small-scale, randomized controlled trial. Parent-report outcome measures assessed parental empowerment, treatment preferences, affiliate stigma, intention to pursue treatment, and treatment initiation at baseline, posttreatment, and 6-week follow-up. Results: Parent engagement was high, as indicated by an 86% session attendance rate and high ratings of program satisfaction. Parents reported an increase in empowerment to access systems of care. Ratings of acceptability for behavior therapy increased at posttreatment and follow-up with minimal or no concerns about feasibility. The acceptability of medication was high at each assessment, although parents expressed increased concerns about stigma and adverse effects of medication at posttreatment and follow-up. Nonetheless, there was a marked increase in parental intention to use medication at posttreatment and follow-up. Accounting for ceiling effects, parents reported substantial increases in intention to use medication, behavioral parent training (BPT), and school services. Changes in treatment initiation were in the expected direction. Conclusions: BC-ADHD has the potential to promote family empowerment in seeking services and increase their intent to initiate EBTs, as well as actual

initiation of these treatments.

1.4.68 KALIUSH, PARISA., ET AL.

Examining implications of the developmental timing of maternal trauma for prenatal and newborn outcomes

INFANT BEHAVIOR & DEVELOPMENT, VOL. 72, AUGUST 2023, 1-15p.

Separate literatures have demonstrated that mothers' experiences with trauma during childhood or pregnancy are associated with maternal prenatal health risks, adverse childbirth outcomes, and offspring internalizing and externalizing disorders. These literatures largely align with the intergenerational transmission or fetal programming frameworks, respectively. However, few studies have tested the effects of maternal childhood and prenatal trauma simultaneously on mothers' and infants' health outcomes, and no studies have examined these effects on newborn neurobehavioral outcomes. Thus, in the present study, we examined how the developmental timing of pregnant women's traumatic life experiences associated with their physical health and psychopathology (Aim 1) as well as their newborns' birth and neurodevelopmental outcomes (Aim 2; for pre-registered aims and hypotheses, see https://osf.io/ygnre/?view_only=cbe17d0ac7f24af5a4d3e37e24eebead). One hundred and fifty-two 3rd trimester pregnant women (Mage = 29 years; 17.1% Hispanic/Latina) completed measures of trauma history and psychopathology. Then, 24–48 h after birth, trained clinicians conducted newborn neurobehavioral exams (n = 118 newborns; 52.6% female). Results indicated that lifetime traumatic experiences associated with multiple prenatal maternal health outcomes, including depression, anxiety, emotion dysregulation, and pregnancy complications. Pregnant women's experiences with childhood trauma, but not adulthood or prenatal trauma, predicted higher neurobehavioral attention scores among female newborns. Our discussion highlights the importance of considering the developmental timing of maternal trauma on perinatal outcomes and contextualizes our findings within the intergenerational transmission and fetal programming literatures.

1.4.69 HWU, LIEN-JEN, ET AL.

Effects of massage intervention on discharged premature infants' weight, parental stress, and parent–child attachment: A randomized controlled trial

INFANT BEHAVIOR & DEVELOPMENT, VOL. 72, AUGUST 2023, 1-12p.

Infant massage enhances the growth and development of premature infants and promotes parent–child bonding. However, its effects on parental stress and parent–child attachment in premature infants, as well as gender differences thereof, remain unclear. In this randomized controlled trial, we used a repeated-measures design and included 61 premature infants (mean gestational age: 35.1 ± 1.5 weeks). Weight, parental stress, and parent–child attachment were measured at multiple time points: before massage and 1, 4, 8, and 12 weeks after commencing infant massage. The results revealed that the massage group infants had significantly higher weight gain than the control (no massage) group infants at all four time points. Moreover, parents in the massage group reported notably lower levels of stress than those in the control group, particularly in the parental distress and difficult children subscales. No significant between-group differences were observed in parent–child attachment. Furthermore, no significant differences were observed between fathers and mothers in parental stress and parent–child attachment. However, fathers reported higher levels of distress than mothers at 4 and 12 weeks. In conclusion, infant massage led to increased infant

weight and reduced parental stress over time, and differences between fathers and mothers were not significant, except fathers exhibiting higher levels of distress than mothers over time. Healthcare professionals should educate and support parents on infant massage before discharge of premature infants.

1.4.70 GOPALAN, GEETHA, ET AL.

Implementing a Child Mental Health Intervention in Child Welfare Services: Stakeholder Perspectives on Feasibility

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL.31(3), JUNE 2023, 204-218p.

This pilot study integrated quantitative and qualitative data to examine the feasibility of implementing a modified version of a multiple family group behavioral parent training intervention (The 4Rs and 2Ss for Strengthening Families Program [4Rs and 2Ss]) in child welfare (CW) placement prevention services from the perspectives of participating caregivers ($n = 12$) and CW staff ($n = 12$; i.e., 6 caseworkers, 4 supervisors, and 2 administrators). Quantitative surveys were administered to caregivers and CW staff followed by semi-structured interviews to examine the feasibility of implementing the modified 4Rs and 2Ss program as well as factors impacting feasibility. Results indicated that quantitative benchmarks for high feasibility were met in all assessed areas (e.g., family recruitment, caseworker fidelity ratings, CW staff feasibility ratings) except for family attendance, which was markedly lower than desired. Factors facilitating feasibility included agency and research support, intervention ease-of-use, perceived benefits to existing CW practice, and logistical support (e.g., food, transportation, child care) promoting attendance. Factors hindering feasibility included conflicts between research-based eligibility criteria and existing client population demographics, research-related processes resulting in delays, CW staff role conflicts, added workload burden, complex family issues, and power differentials inherent to CW services which complicated families' voluntary participation.

1.4.71 SAYWELLA, NICOLA L., ET AL.

A six-month telerehabilitation programme delivered via readily accessible technology is acceptable to people following stroke: a qualitative study

PHYSIOTHERAPY, VOL. 120, SEPTEMBER 2023, 1-9p.

Objective: To explore the experiences of participants during a six-month, post-stroke telerehabilitation programme.

Design: A qualitative descriptive study to investigate participant experiences of ACTIV (Augmented Community Telerehabilitation Intervention), a six-month tailored exercise programme delivered by physiotherapists primarily using readily accessible telecommunication technology. Semi-structured, in-depth interviews were used to collect data, which were analysed using thematic analysis.

Setting: Interviews conducted in participants' homes or a community facility.

Participants: Participants were eligible if they had a stroke in the previous 18 months and had participated in ACTIV.

Results: Twenty-one participants were interviewed. Four key themes were constructed from the data: 1. '*ACTIV was not what I call physio*' (it differed from participants' expectations of physiotherapy, but they reported many positive aspects to the programme). 2. '*There's somebody there*' (ongoing support from the physiotherapists helped participants find strategies to continue improving). 3. '*Making progress*' (in the face of barriers, small

improvements were valued). 4. *'What I really want'* (participant goals were frequently more general than therapy goals and involved progress towards getting back to 'normal').

Conclusions: Although ACTIV was not what participants expected from physiotherapy, the majority found contact from a physiotherapist reduced the feeling of being left to struggle alone. Most participants found a programme with minimal face-to-face contact augmented by phone calls and encouraging text messages to be helpful and acceptable.

1.4.72 REED, PHIL, ET AL.

Relationship between depression, anxiety, and attendance at pelvic-floor muscle training sessions

PHYSIOTHERAPY, VOL. 120, SEPTEMBER 2023, 10-16p.

Objectives: Psychological comorbidities are associated with non-attendance for pelvic-floor muscle training (PFMT) appointments and non-engagement with ongoing treatment. However, little direct work has examined the precise relationship between these variables.

Design: A prospective observational study of consecutively referred women patients with Pelvic-floor Dysfunction. Patients were assessed at intake for age, BMI, pelvic symptoms (measured by the Queensland Pelvic Symptom Scale), and anxiety and depression (measured by the Hospital Anxiety and Depression Scales).

Setting: A women's health physiotherapy outpatient unit of a metropolitan hospital.

Participants: 433 consecutively-referred women with pelvic-floor dysfunction (PFD).

Interventions: Six sessions of PFMT, lasting over a period of 6 months.

Main outcome measures: Attendance at PFMT sessions was the outcome, and was related to intake patient age, BMI, pelvic symptoms, as well as anxiety and depression.

Results: Psychological symptoms of depression and anxiety predicted attendance at PFMT sessions, over and above physical symptoms. Depression was the key predictor of non-attendance, with anxiety having a more complex relationship with attendance. There were few differences between these psychological variables and the different types of PFD, or between type of PFD and PFMT attendance.

Conclusions: The findings add to the literature suggesting that consideration of patients' psychological state is important when designing treatment-regimes.

1.4.73 OSKOEIA, SANAM TAVAKKOLI, ET AL.

Monitoring physical activity using wearable technology in people with Achilles tendinopathy undergoing physiotherapy treatment: A feasibility prospective cohort study

PHYSIOTHERAPY, VOL. 120, SEPTEMBER 2023, 38-46p.

Objectives: Physical activity modification is an important part of the management of Achilles tendinopathy. However, to our knowledge, there is a lack of evidence on objective physical activity assessment in Achilles tendinopathy. The purpose of this study is to (1) assess feasibility of using an inertial measurement unit (IMU) to monitor physical activity and IMU-derived biomechanical measures over 12-week treatment course by a physiotherapist; (2) conduct a preliminary analysis of changes in physical activity over 12-weeks.

Design: A feasibility prospective cohort study

Setting: A community setting.

Participants: People with Achilles tendinopathy who had recently commenced (≤ 2 sessions), or were about to commence, treatment with a physiotherapist.

Main outcome measures: Participants wore a shank-mounted IMU on the affected side for one week at baseline, 6-, and 12-week follow-ups. The outcomes were pain/symptom severity, IMU-derived physical activity and biomechanical measures (stride rate, peak shank angular velocity, and peak shank acceleration).

Results: Thirty participants were recruited. There was a high retention rate (97%), response rate (97%), and IMU wear compliance at each timepoint (>93%). For pain/symptom severity, a significant time effect was observed between baseline and 12-week follow-up. Physical activity and IMU-derived biomechanical measures did not change over 12 weeks. Physical activity decreased at the 6-week follow-up but only returned to the baseline level at 12-week follow-up.

Conclusions: A larger-scale cohort study assessing clinical outcomes and physical activity appears feasible. Preliminary data indicate that physical activity may not change significantly over 12-weeks in people undergoing physiotherapy management for Achilles tendinopathy.

1.4.74 BEATE DEJACO, ET AL.

The concurrent validity and reliability of virtual reality to measure shoulder flexion and scaption range of motion

PHYSIOTHERAPY, VOL. 120, SEPTEMBER 2023, 95-102p.

Background: Shoulder pain commonly has a detrimental impact on patient's work and social activities. Although pain is the most common reason for seeking care, a reduction in shoulder range of motion (ROM) is another common impairment. ROM assessment is used as an evaluation tool and multiple methods are available to measure shoulder ROM. Virtual reality (VR) has been introduced into shoulder rehabilitation, mostly when exercise and ROM measurement is indicated. This study evaluated the concurrent validity and system reliability of active ROM measurements of VR for people with and without shoulder pain.

Methods: Forty volunteers participated in this study. Virtual goniometry was used to assess active shoulder ROM. Participants performed flexion and scaption to six predetermined angles. Measurements from the VR goniometer and smartphone inclinometers were recorded simultaneously. To assess reliability, two identical test sequences were performed.

Results: The concurrent validity ICCs were 0.93 for shoulder flexion and 0.94 for shoulder scaption. The VR goniometer application on average systematically overestimated the ROM compared to the smartphone inclinometer. The mean difference between goniometer values was -11.3 degrees for flexion and -10.9 for scaption. The system reliability was excellent with an overall ICC of 0.99 for the flexion movements and 0.99 for the scaption movements.

Conclusion: Although the VR system demonstrated excellent reliability, and high ICC's for concurrent validity, the large range between the lower and upper 95% CI limits suggests it lacks measurement precision. This suggests VR, as used in this study, should not be used interchangeably with other measurement tools.

1.4.75 SERTOGLU, ERDİM, ET AL.

Preliminary evaluation of potential urinary organic acid biomarkers with mass spectrometry in children with autism spectrum disorder

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-9p.

Background: Autism spectrum disorder (ASD) is a neurodevelopmental disorder affecting brain functions in which qualitative and quantitative problems in communication and behavior are accompanied by restricted interest and repetitive behaviors. There is no laboratory method, or a special test used to diagnose ASD. Here we aimed to report the

analysis of the urinary metabolic signatures of ASD patients and healthy subjects to compare the significant changes in the main components of metabolic pathways.

Method: A total of 85 male subjects, 42 patients and 43 controls, aged 3–18 years, were included in the study. Urine organic acid levels were analyzed by both GC-MS and LC-MS/MS and the results were recorded. The results obtained were statistically evaluated between the patient and control groups.

Results: Certain metabolites involved in branched-chain amino acid metabolism, aromatic amino acid metabolism, tricarboxylic acid cycle, and glycolysis metabolites were found to be significantly reduced in the patient group compared to controls.

Conclusions: Our study is the first in the literature in terms of evaluating both GC-MS and LC-MS/MS together and revealing the general map of metabolism. In addition to revealing some new metabolites in ASD patients, it is also important in terms of summarizing which main pathways these metabolites play a role in. Today, with the widespread use of devices that measure with high sensitivity and provide the opportunity to evaluate many analytes at the same time, it will be possible to reveal the pathology of diseases more accurately such as ASD whose etiopathogenesis has not been fully revealed.

1.4.76 JONKMAN, KIM M., ET AL.

Exploring experiences of vaccine-related and alternative treatments for individuals with autism: A qualitative study

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-14p.

Some alternative treatments wrongly suggest that routine childhood vaccines cause autism resulting in vaccine skepticism and false claims about curing autism. In the present study we explore the experiences of vaccine-related and alternative treatments of autistic individuals. Semi-structured interviews were conducted with autistic adults (n = 3), parents of autistic children (n = 5) and parents of autistic adults (n = 5). Thematic analysis showed five themes: (1) reasons for choosing alternative treatment, (2) treatment content, (3) experiences with alternative care, (4) outcomes of the vaccine-related treatment and (5) future directions for treating autism. Both positive (holistic approach, time and attention) and negative aspects (false claims about vaccines and curability of autism) were found. Improved support and guidelines could reduce ineffective and harmful alternative treatments for autism.

1.4.77 ELLIOTT, WADE, L., ET AL.

Resilience and well-being among persons with spinal cord injury/disorders.

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 324-337p.

Purpose: We examined positive behavioral resources and characteristics that might distinguish resilient personality prototypes among persons with chronic spinal cord injury/disorder (SCID). Positive psychology variables with clear linkages to existing psychological interventions were examined as potential mediators of the resilience–well-being relationship.

Research Method and Design: A cross-sectional, self-report study was conducted. Two hundred and ninety-eight consenting members of the Paralyzed Veterans of America (268 male; 236 self-identified as white) provided useable survey data for analysis (including 161 veterans with tetraplegia, 107 with paraplegia, 30 with cauda equina). Cluster analysis of Big Five personality traits identified resilient and nonresilient personality profiles. Tests of mean differences between resilient and nonresilient participants on behavioral resources and characteristics were performed. Path models predicting well-being and health-related quality

of life (HRQL) were conducted.

Results: One hundred and sixty-three respondents had resilient personality profiles and 135 had nonresilient profiles. Resilient individuals reported significantly more optimal scores on every positive psychology variable, and greater well-being and HRQL than nonresilient respondents. Path models found the relationship of resilience to well-being was explained through its beneficial associations with psychological flexibility, use of personal strengths, meaning in life (MIL), and gratitude. Psychological flexibility also mediated the resilience–HRQL relationship. Cauda equina was significantly associated with higher pain interference and lower HRQL.

Conclusions: Higher gratitude, MIL, use of personal strengths, and psychological flexibility appear to characterize resilience and well-being among persons with chronic SCID. Further studies are needed to understand the impact of pain interference on HRQL among individuals with cauda equina.

1.4.78 SAM ANN, ANN M., ET AL.

Promoting Paraeducators' Use of Evidence-Based Practices for Students With Autism

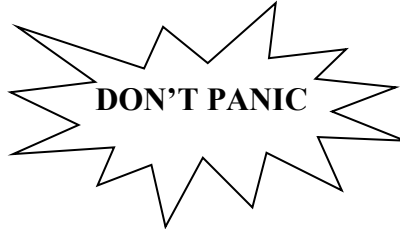
EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 314-331p.

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.

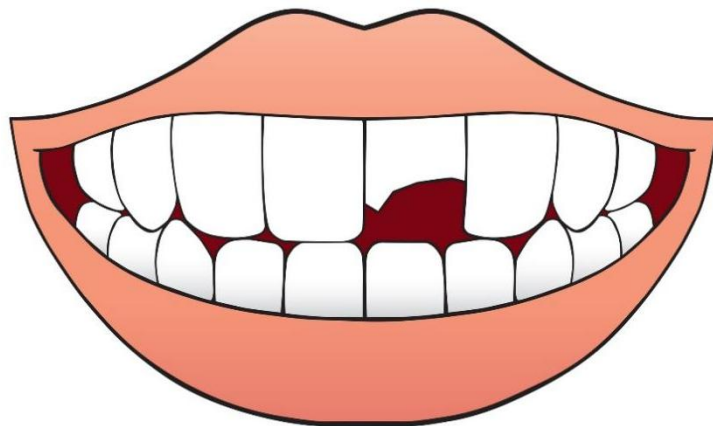
WHAT TO DO FOLLOWING A DENTAL TRAUMA DUE TO EPILEPTIC
ATTACK OR DUE TO SOME OTHER CAUSE/INJURY

SAVE YOUR TOOTH

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



WHAT TO DO IF YOUR TOOTH IS BROKEN?



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

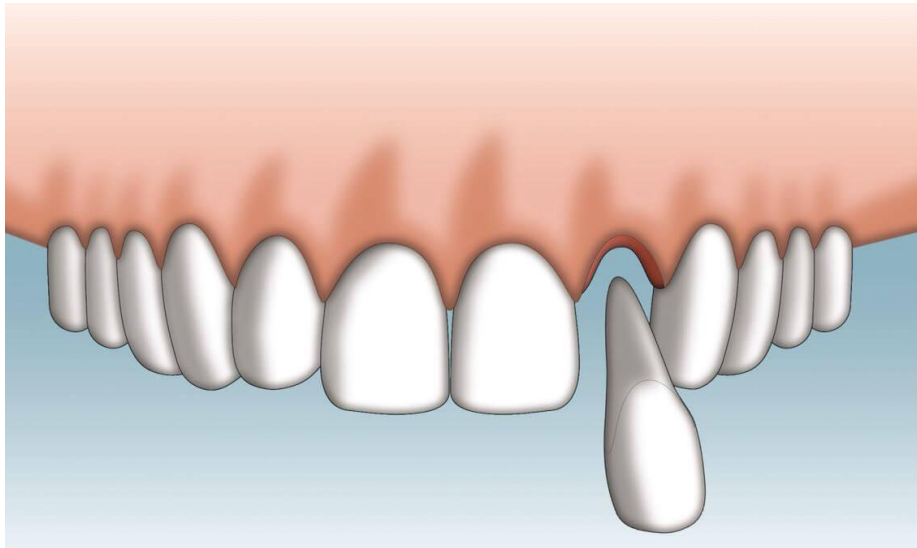
BEFORE:



AFTER:

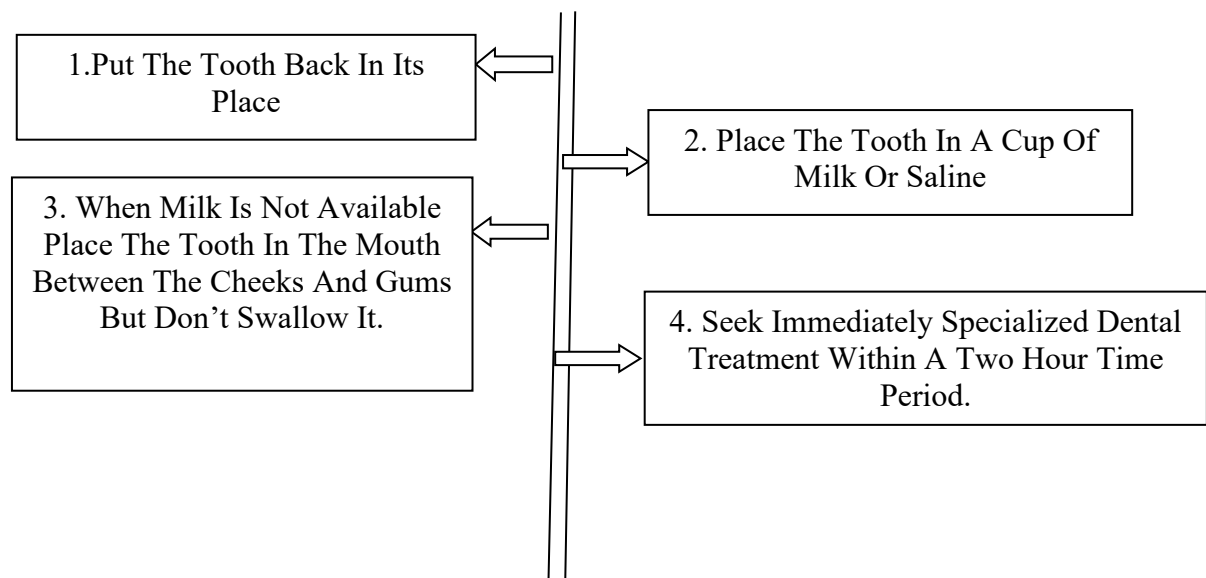


WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



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

DO ONE OF THESE ALTERNATIVES

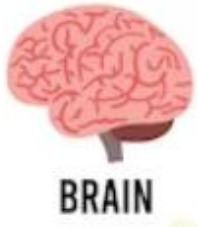


DR. NEETA NILAMWAR (MDS)
ASSISTANT PROFESSOR (NIEPID)

HOW UNHEALTHY TEETH CAN AFFECT YOUR OVERALL HEALTH

“A healthy living starts with healthier teeth”.

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



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

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



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



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



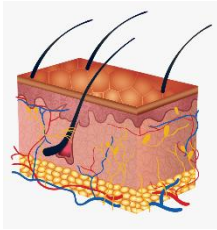
THE HEART – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

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



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

Gum disease lowers glycemic control results in diabetes (AAOSH)



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

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

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

1.5 Speech Pathology & Audiology

1.5.79 BOOTSMA, JAELE N.

Implementation of the C-BiLLT, an accessible instrument to assess language comprehension in children with limited motor and speech function: an international clinician survey

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(3), JUNE 2023, 135-145p.

This study assessed implementation of the Computer-based Instrument for Low-motor Language Testing (C-BiLLT). The C-BiLLT is an accessible language comprehension assessment tool originally developed for children with cerebral palsy and complex communication needs. The purpose of the current study was to understand the clinical contexts in which the C-BiLLT is used in the Netherlands, Belgium, and Norway and assess barriers and facilitators to implementation. An online survey was distributed to rehabilitation clinicians working in the Netherlands, Dutch-speaking parts of Belgium, and Norway. A total of 90 clinicians reported their training in and use of the C-BiLLT; assessed its acceptability, appropriateness, and feasibility; and commented on perceived barriers as well as advantages of the tool. Acceptability, appropriateness, and feasibility were all rated highly. The C-BiLLT was used with various populations and age groups but most often with children who were younger than 12 years of age, and those with cerebral palsy. The main implementation facilitator was clinicians' motivation; the main barriers were related to resources and complexity of cases. Findings suggest implementation of new assessment tools is an ongoing process that should be monitored following initial training, in order to understand clinical contexts in which the tools are being used.

1.5.80 WEBB, EDWARD, J.D., ET AL.

Something for everybody? Assessing the suitability of AAC systems for children using stated preference methods

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023, 157-169p.

Little is known about what features of AAC systems are regarded by AAC professionals as more suitable for children with different characteristics. A survey was conducted in which participants rated the suitability of hypothetical AAC systems on a Likert scale from 1 (very unsuitable) to 7 (very suitable) alongside a discrete choice experiment. The survey was administered online to 155 AAC professionals in the United Kingdom of Great Britain and Northern Ireland. Statistical modeling was used to estimate how suitable 274 hypothetical AAC systems were for each of 36 child vignettes. The proportion of AAC systems rated at least 5 out of 7 for suitability varied from 51.1% to 98.5% for different child vignettes. Only 12 out of 36 child vignettes had any AAC systems rated at least 6 out of 7 for suitability. The features of the most suitable AAC system depended on the characteristics of the child vignette. The results show that, while every child vignette had several systems that had a good suitability rating, there were variations, that could potentially lead to inequalities in provision.

1.5.81 LACKEY, STEPHANIE, ET AL.

Barriers and facilitators to accommodations in the workplace for adults who use augmentative and alternative communication (AAC): a systematic review

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(2), JUNE 2023,

181-197p.

Workplace accommodations can reduce barriers to employment for people who use augmentative and alternative communication (AAC), however, the lack of accommodations continues to challenge participation in employment. This systematic review identified and analyzed barriers and facilitators to implementing workplace accommodations for adults (19 years and over) who use AAC. A systematic search of nine databases was conducted to identify relevant studies using the search terms “AAC” and “workplace accommodations” and variations of each term. Results were imported into Covidence. Seventeen studies met the inclusion criteria. Results were presented using the International Classification of Functioning, Disability, and Health (ICF) framework. The Oxford levels of evidence and Confidence in Evidence from Review of Qualitative Research (GRADE-CERQual) were used to assess the quality of the studies and confidence in findings, respectively. Environmental barriers related mainly to attitudes and technology, and personal barriers related to job qualifications, education, and work-related skills. A combination of facilitators such as personal strengths, access to technology, and supportive relationships contributed to successful implementation of accommodations. The findings of this review suggest that implementing workplace accommodations for adults who use AAC strategies is complex and further research is needed to advance practices and policies that support the implementation of workplace accommodations.

1.5.82 ATTERSTROM, ANDREA, ET AL.

Experiences about Reading and Writing Development Narrated by Students with Severe Speech and Physical Impairment

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 1101-1119p.

Earlier research shows an arrest in reading and writing development among 9–12-year-old students with severe speech and physical impairment, SSPI. This article explores what five students with SSPI who have reached beyond beginner’s phase without arrest in their literacy development have experienced as significant for their reading and writing development. The research design was explorative and case based. It contained researcher–participant longitudinal dialogues focusing on the students’ experiences of literacy learning. Computer assisted email interviews were used. A semi-structured interview manual guided each dialogue. With the use of augmentative and alternative communication (AAC) systems and assistive technology devices, the participants could read and write (with alphabetical print in Swedish) independently. The analysis revealed four themes of great importance for the students’ development of alphabetical print literacy skills: assistive technology use in writing and reading, continuity in long-term pedagogical relationships, mutual persistence in communication, and visions of nearer goals and future work life. The results are discussed in relation to the theoretical frameworks of self-efficacy and the capability approach.

1.5.83 ALASIM, KHALID

Inclusion and d/Deaf and Hard of Hearing Students: A Qualitative Meta-Analysis

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 1120-1146p.

The purpose of this study was to investigate the research that has addressed the effect of inclusion of d/Deaf and hard of hearing students (d/Dhh) in general education classrooms. Three questions are addressed: 1) How do researchers’ perceptions of d/Dhh students’

inclusion differ? 2) To what extent are the research findings associated with d/Dhh students' inclusion consistent or inconsistent? and 3) What suggestions have been made to enhance d/Dhh students' inclusion? This study used a qualitative meta-analysis method and collected, summarised, and analysed 34 scholarly works from 1993 to 2020 on the topics of d/Dhh students' language and literacy, as well as their social and academic development of d/Dhh students in inclusive education classrooms. The paper discusses major findings, recommendations for practice, suggestions for future research, and limitations of the review.

1.5.84 DURGUNGOZ, FATMA CANAN & EMERSON, ANNE

Decision Making of Speech and Language Therapists: Science or Intuition?

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 1101-1119p.

Understanding decision-making as a process is essential in relation to the practice of many professions seeking to improve efficacy. The ideal of evidence-based practice can be challenging to implement in practice. This study is novel in examining the decision-making process (DMP) of Turkish speech and language therapists, through the lens of a decision theory. The cognitive continuum theory (CCT) considers decision-making to span between intuitive and science-based judgments. Sixteen speech and language therapists (SLTs) participated in this study which utilised multiple data collection methods to understand the complexity of their DMP. Participant SLTs were found not to have a specific and uniform way to select an intervention; instead, they had a dynamic DMP determined by multiple factors. Three main themes related to DMP emerged from the data: 'the nature of the resources' that SLTs used; 'the nature of the therapy' that they selected; and 'the role of parents'. We suggest that cognitive continuum theory (CCT) can be a useful tool to address the gap between theory and practice. Awareness of CCT may enhance SLTs awareness of the influences on their decisions so they can move towards balanced, deliberate practice and further offer a higher-quality service.

1.5.85 WOOLARD, ALIX, ET AL,

The relationship between pitch contours in infant-directed speech and early signs of autism in infancy

INFANT BEHAVIOR & DEVELOPMENT, VOL. 72, AUGUST 2023, 1-13p.

Purpose: Mother-infant interactions during the first year of life are crucial to healthy infant development. The infant-directed speech (IDS), and specifically pitch contours, used by mothers during interactions are associated with infant language and social development. However, little research has examined pitch contours towards infants with socio-communication and language differences, such as those displaying early signs of autism spectrum disorder (autism). This study aimed to explore the association of infant autism signs and pitch contours used by mothers with their 12-month-old infants.

Method: Mother-infant dyads ($n = 109$) were recruited from the University of Newcastle BabyLab. Parent-infant dyads completed a 15-min interaction, from which a total of 36,128 pitch contours were measured and correlated with infant autism signs. Infant autism signs were assessed via parent-report (First Year Inventory; Reznick et al., 2007). A subset of high-risk infants (admitted to a neonatal intensive care unit, $n = 29$) also received an observation-based assessment (Autism Detection in Early Childhood; Young & Nah, 2016).

Results: Mothers used fewer sinusoidal contours when they rated their infant as displaying more autism signs ($= -.30$, $p = .004$) and more autism-related sensory regulation issues

($= -.31$, $p = .001$). Mothers used fewer flat contours if their infant displayed more researcher-rated autism signs ($= -.39$, $p = .04$).

Conclusions: This study provides the early evidence that maternal pitch contours in IDS are related to early autism signs in infancy. If our findings are replicated in follow up studies where infants are followed to diagnosis, maternal IDS may be an important element of future early intervention protocols that focus on communication for infants with risk for autism.

1.5.86 SAFARPOUR, FARZANEH & ASHORI, MOHAMMAD

Incredible Years Parenting Program: Behavioral Emotion Regulation and Resilience in Mothers of Deaf Children

EXCEPTIONALITY, VOL. 31(3), AUGUST 2023, 185-197p.

Behavioral emotion regulation and resilience are crucial in daily life. This research aimed to investigate the impact of the Incredible Years (IY) parenting program on behavioral emotion regulation and resilience in mothers of deaf children. The present study was a quasi-randomized controlled trial design. Twenty mothers between the ages of 28 and 41 years of age who had deaf children were randomly selected from Baghcheban deaf school in Shahreza, Iran. They were randomly assigned to experimental ($n = 10$) or control ($n = 10$) groups. The experimental group participated in the 12-session IY parenting program, while the control group did not participate in this program. Both groups completed the Emotion Behavioral Regulation Questionnaire (EBRQ) and Resiliency Scale (RISC) at pre and post-intervention. The data were analyzed using the Multivariate Analysis of Covariance (MANCOVA) test. The results showed that the intervention significantly and positively influenced behavioral emotion regulation and resilience in mothers of deaf children ($p < .001$). This study suggests that IY parenting program can promote behavioral emotion regulation and resilience in mothers of deaf children. Therefore, this program was feasible and acceptable to these mothers.

1.5.87 STEVENS, ELIZABETH A. & LEROUX, AUDREY J.

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.

1.6 General

1.6.88 MACLEOD, ALISON M., ET AL.

“We're entitled to be parents just like normal people”: A multiperspective interpretative phenomenological analysis of a mother with a learning disability's experience of parenting following the removal of her older children

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 368-378p.

Background: Despite a growing body of literature about parents with learning disabilities; there is a paucity of research about experiences of parenting after the removal of a child/children. This study aimed to fill this gap, examining the experiences of that parenting in this context.

Method: A multiperspective interpretative phenomenological analysis approach was used. Semistructured interviews were conducted with a parent with a learning disability and three professionals who worked alongside her.

Findings: Multiple factors were identified as key changes which enabled the parent to maintain care of her son. The effort from the parent and professionals, understanding of the parent's past experiences and learning disability, and offering her opportunities to develop and illustrate parenting skills were all key to successful parenting after a removal; underpinned by the connection between the parent and professionals.

Conclusion: Findings highlighted the complex, systemic, and relational nature of these experiences. A formulation-based approach is needed to support parents with learning disabilities in this context.

1.6.89 ROSS, HELEN & DODDS, NICOLA

Exploring risk factors for admission to children's Learning Disability hospitals using interpretative phenomenological analysis

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(3), September 2023, 283-295p.

Background: There are few identified risk factors that may contribute to the increased risk of hospital admission for children and young people with intellectual disabilities. This qualitative study aimed to identify the key risk factors that precipitate admissions to Tier 4 child and adolescent mental health services (CAMHS) inpatient services for young people with an intellectual disability living in the North East of England in accordance with the Transforming Care programme.

Methods: This qualitative study captures the narrative of five young people admitted to hospital following a crisis period. Semi-structured interviews were carried out with two adolescents with an intellectual disability and five caregivers of a young person with an intellectual disability to identify challenges from those with lived experience.

Findings: The findings were analysed using interpretative phenomenological analysis and indicated pathological, interpersonal, social, education and intervention challenges. Nine re-emerging central themes highlighted that young people experienced particular difficulties before admission such as behaviours which challenge, comorbid diagnoses, isolation, insufficient crisis planning, care coordination problems, familial stressors, availability of community service provision, school placements and late intervention.

Conclusions: These results have contributed to developing the children's Tier 4 CAMHS Learning Disability pathways within a large NHS Foundation Trust as practitioners and

professionals are mindful of these areas exacerbating risks and challenges that a young person with an intellectual disability and their family may experience. Findings could be considered when nationally reviewing services following the Transforming Care programme, aiming to provide care as close to home as possible. This may contribute to future research developing “At Risk” screening tools and formal “At Risk” registers for those with an intellectual disability.

1.6.90 SCHUMACHER JULIE A., ET AL.

Biweekly Delivery of a Group-Based Adaptation of Written Exposure Therapy (WET) for PTSD in Residential Substance Treatment

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 511-519p.

Written exposure therapy (WET) is a brief intervention for posttraumatic stress disorder (PTSD) with promising and continually emerging research support. Given its efficiency in reducing symptom severity and resolving diagnoses, there is great interest in application to novel populations and settings. The current case series focuses on application of an adaptation of WET to three individuals participating in a residential substance use disorder treatment program in a group setting. The individuals had varying substance problems and trauma histories and all showed a favorable response. The series highlights the promise of an adaptation of WET as a concurrent treatment for PTSD in residential substance use treatment. Moreover, the case series suggests that an adaptation of WET has the potential to be successfully adapted to deliver services in a group environment and delivered in 2.5 weeks, thereby demonstrating the possibility of using an adaptation of WET as a means of maximizing the utilization of scarce resources to successfully treat a large number of individuals with PTSD in a time-limited residential treatment context.

1.6.91 SCHEER, JILLIAN R., ET AL.

Toward Cognitive-Behavioral Therapy for Sexual Minority Women: Voices From Stakeholders and Community Members

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(3), AUGUST 2023, 471-494p.

Sexual minority women (SMW) experience an elevated risk of mental health problems compared to heterosexual women. However, knowledge gaps remain regarding whether cognitive-behavioral therapy (CBT) interventions meet SMW’s mental health needs. Further, virtually no studies have integrated stakeholder (i.e., researchers with content expertise in SMW’s health and clinical providers who work with SMW) and community member (i.e., SMW) perspectives to identify CBT approaches that address SMW-specific issues. This study used qualitative data gathered from 39 SMW who reported depression, anxiety, suicidality, and heavy drinking in the past 3 months and 16 content experts and clinical providers to obtain information relevant to enhancing CBT for SMW. In addition, we used thematic analysis to identify themes related to the adaptation and delivery of CBT for SMW. Building on prior literature, this study’s findings revealed seven considerations for delivering mental health services to SMW: (1) attending to SMW’s diverse gender identities and expressions; (2) focusing on SMW’s nonbinary stressors; (3) formulating SMW’s gender-based stressors within a feminist framework; (4) applying intersectionality frameworks; (5) incorporating issues of diversity, multiculturalism, and social justice; (6) addressing the role of trauma exposure; and (7) addressing the role of alcohol use in SMW’s lives. These considerations are reviewed in terms of their implications for clinical practice, with a focus on enhancing applications of existing CBT interventions to best respond to the unique needs

of this population.

1.6.92 POLYCHRONIS, SHAMBY C , ET AL.

Use of an App With Embedded Video Modeling to Increase Eye Contact

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(3), SEPTEMBER 2023, 199-208p.

The use of mobile applications (apps) is popular among parents and teachers due to their cost-effectiveness and ease of implementation, and the number of apps with the specific aim to increase eye contact for children with autism is growing rapidly. However, research is limited to assess the efficiency of the majority of the apps available for educational purposes. This study was conducted to determine whether the addition of video modeling via an app to ongoing classroom instruction could increase eye contact with familiar and unfamiliar people in children with autism spectrum disorder (ASD). An experimental pretest–posttest control group design was applied with a full intervention group, a partial intervention group, and a control group. Forty-four U.S. students diagnosed with ASD, in kindergarten through third grade, engaged with social skill modules using an iPad app called We Are Friends. The frequency and duration of eye contact were measured. A 3-month follow-up test was given to determine maintenance. Results suggest the addition of the app was effective in increasing eye contact in children with ASD with both familiar and unfamiliar individuals.

1.6.93 LUYMES NICOLE, ET AL.

Evaluating the Needs of Families Raising Children With and Without Disabilities: Focus on Physical Activity

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 911-929p.

More than 10% of children in Ontario have an additional need that may influence long-term lifestyle patterns, including physical activity (PA). This study sought to assess the status of PA as well as the barriers to and facilitators of PA for families in southwestern Ontario raising children with and without disabilities. Complete survey data were collected for 128 families for this study. Data were analysed using a series of statistical tests such as Mann-Whitney U tests, chi square tests for homogeneity, and descriptive analysis. Compared to families raising typically-developing children, families raising disabled children reported reduced enjoyment from PA, were more likely to report programs as too expensive, were more likely to report their PA needs were not met in the region, and placed more importance on inclusive PA. Further, families raising disabled children were less likely to report benefits of PA, including physical fitness, sense of identity, and self-esteem, and were more likely to report negatives associated with PA, including lack of self-esteem, social anxiety, feeling inadequate, and concerns with body image. These results point to the importance of developing inclusive and affordable programming in the region to enhance PA enjoyment for all participants, particularly those with disabilities.

1.6.94 ABDOOLA, SHABNAM, ET AL.

A Scoping Review on the Use of the Parents Evaluation of Developmental Status and PEDS: Developmental Milestones Screening Tools

JOURNAL OF EARLY INTERVENTION, VOL.45(3), SEPTEMBER 2023, 203-226p.

The Parents' Evaluation of Developmental Status (PEDS), PEDS: Developmental Milestones

(PEDS: DM) and PEDS tools (i.e., the PEDS and PEDS:DM combined for use) are parent-reported screening tools frequently used to identify young children requiring early intervention. An ideal screening tool for all contexts would be brief, inexpensive with appropriate test items and good psychometric properties. A scoping review was conducted to review studies that used the PEDS, PEDS:DM, and PEDS tools to screen for the need for further referrals and evaluation through parent report. Thirty articles, ranging from 2003 to 2020, conducted in high-income countries (HICs) and lower-middle income countries (LMICs), were included from the 1,468 records identified. Studies conducted in HICs (n = 19) included screening of special population groups and comparing validated tools. LMIC studies (n = 11) focused on translations, combination of the PEDS tools, validations of tools, and use of an app-based tool (mHealth). High referral rates were obtained with PEDS (23–41%) and PEDS:DM (12–54%) in LMICs where at-risk populations are more prevalent and cultural differences may affect tool validity. A global dearth of research on PEDS:DM and PEDS tools exist; the review highlights factors that influence the validity and impact widespread use of the screening measures, especially in diverse populations and LMICs.

1.6.95 YU, TZU-TING, ET AL.

Motivation for real-life social engagement of preschool children with autism spectrum disorder: From the caregiver perspectives

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-12p.

Background: Whether preschool children with autism spectrum disorder (ASD) have motivation for social engagement is a matter of great concern. However, the current findings derived in laboratory settings are still controversial, probably because the motivation for social engagement depends on the specific social contexts. Therefore, we compared the motivation for real-life social engagement between preschool children with ASD and typically developing (TD) peers from the caregivers' perspectives using the self-determination theory (SDT) and experience sampling methodology (ESM). The SDT helped us to examine the impact of living contexts on the motivation for social engagement, and the ESM allowed us to record objective and subjective experiences in real time across natural settings.

Method: Thirty preschool children with ASD and 30 matched TD peers were recruited. Caregivers carried mobile devices to record their children's social experiences repeatedly over seven days. Multilevel modelling was used for analysis.

Results: Regardless of ASD, preschool children were more likely to be autonomous and intrinsically motivated while engaging in social play/leisure activities, but less likely to be autonomous, competent, and intrinsically motivated in non-play/leisure activities involving social interactions. The ASD group was also less likely to care about others or to be cared about in social play/leisure activities.

Conclusions: The findings highlight that the motivation for social engagement in preschool children with ASD is situation-specific and emphasize the importance of providing a supportive environment and encouraging engagement in social play/leisure activities.

1.6.96 FUCHS, LYNN S., ET AL.

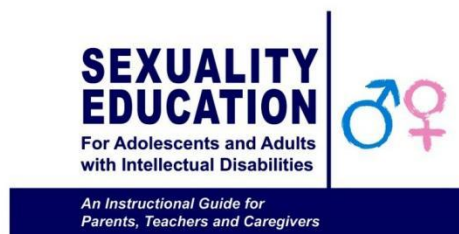
Next-Generation Fraction Intervention and the Long-Term Advantage of Interleaved Instruction

EXCEPTIONAL CHILDREN, VOL. 89(3), APRIL 2023, 332-352p.

This study's first purpose was to investigate effects of a fourth- and fifth-grade "next-

generation” fraction intervention, which included six enhancements over a previously validated fraction intervention, designed to address career- and college-readiness standards. The study's second purpose was to assess effects of the next-generation fraction intervention at follow-up, 1 year after intervention ended. The third purpose was to isolate the effects of one of the six intervention enhancements: interleaved fraction calculations instruction. Students with intensive intervention needs were randomized to next-generation fraction intervention (Super Solvers [SSINT]) with blocked calculations instruction (SSINT_B), SSINT with interleaved calculations instruction (SSINT_I), and control. On a mix of proximal and transfer outcomes, SSINT (across conditions) produced strong, significant effects over control at posttest. At follow-up, effect sizes were weaker but remained significant on calculations: $g = 1.22$. On other measures, follow-up g was 0.39 to 0.58. The effect of SSINT_I over SSINT_B, although not significant at posttest ($g = 0.28$), was statistically significant and large at follow-up ($g = 0.65$), in line with the cognitive science literature showing long-term advantages for interleaved instruction. Results suggest next-generation fraction intervention efficacy for intensive-needs students and the importance of interleaved instruction.

Books on Sexuality Education by NIEPID



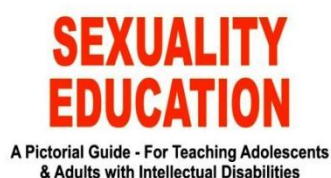
R. Shilpa Manogna Ph. D (Spl. Edn.)
(Project Coordinator)

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

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



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



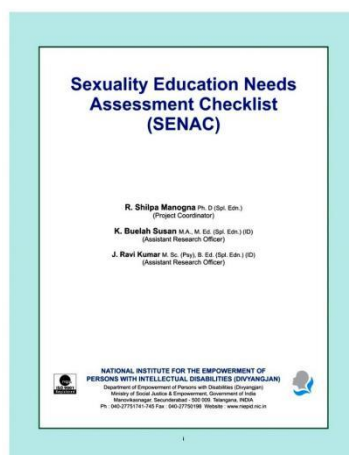
R. Shilpa Manogna Ph. D (Spl. Edn.)
(Project Coordinator)

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

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



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



SAMPLE ENTRY

D. J. FIDLER → **Author**

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

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

→ **Name of the Journal**

Volume Date of Pub. Pages
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 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



Department of Empowerment of
Persons with Disabilities (Divyangjan)



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

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

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

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