

KARAVALAMBAN

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NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS

WITH INTELLECTUAL DISABILITIES(DIVYANGJAN)

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राष्ट्रीय बौद्धिक दिव्यांगजन सशक्तिकरण संस्थान

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

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

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1.0 Abstracts of Current Articles

1.1 Psychology

1.1.1 WILLIAMS, MONNICA, ET AL.

An Evidence-Based Approach for Treating Stress and Trauma due to Racism

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(4), NOVEMBER 2023, 565-585p.

Racism can be stressful or even traumatizing. Psychological unwellness emerges out of the confluence of historical, cultural, and individual experiences, and resulting syndromes may or may not fit into a DSM-5 PTSD diagnostic framework. Although racial stress and trauma are common presentations in therapy, few therapists have the resources or training to treat these issues. Based on the empirical evidence to date, this article describes the essential components of treatment for racial stress and trauma from a cognitive-behavioral perspective, called the Healing Racial Trauma protocol. Each technique is described with reference to the literature supporting its use for racial stress and trauma, along with guidance for how therapists might implement the method with clients. Also provided is information about sequencing techniques for optimal outcomes. Critical therapist prerequisites for engaging in this work are also discussed, with an emphasis on an anti-racist, empathy-centered approach throughout.

1.1.2 BAL, VANESSA H., ET AL.

Mechanisms of Change in Behavioral Activation: Adapting Depression Treatment for Autistic People

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(4), NOVEMBER 2023, 589-596p.

Despite high rates of co-occurring depression, few studies have developed or adapted treatments targeting depressive symptoms for autistic adults. Behavioral activation is widely accepted as an empirically supported approach for treating depression in other populations. Careful attention to the mechanisms targeted by behavioral activation is an essential step toward adapting behavioral activation protocols for use with autistic adults. We consider the mechanisms targeted by behavioral activation and provide a framework for research to explore facilitators and barriers to the use of behavioral activation to treat depression in autistic adults. Drawing upon clinical experience and extant literature, the suggestions presented are aimed at highlighting considerations for clinicians wanting to use behavioral activation programs in their clinical practices with autistic adults and to promote the research needed to establish behavioral activation as an evidence-based practice for treating depression in adults on the autism spectrum.

1.1.3 LECHNER-MEICHSNER, FRANZISKA, ET AL.

Using Imagery Rescripting to Treat Posttraumatic Stress Disorder in Refugees: A Case Study

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(4), NOVEMBER 2023, 646-656p.

Posttraumatic stress disorder (PTSD) is among the most prevalent mental disorders in refugees. Imagery Rescripting (ImRs) has gained growing interest as an innovative and effective treatment for several disorders, including PTSD. The technique aims to change the meaning of traumatic memories by asking the patient to imagine a different outcome of a

particular memory. As ImRs focuses on meeting individual needs, it can be tailored to patients with different cultural and religious backgrounds and may be a promising intervention for refugees. This case study therefore illustrates the application and challenges of ImRs as a stand-alone treatment for a refugee patient. The patient had experienced multiple traumatic events during flight and met full criteria for PTSD according to the Clinician-Administered PTSD Scale for DSM-5 (CAPS-5; total score of 32). The treatment was conducted with the assistance of an interpreter and consisted of 12 100-min sessions, during which the most distressing traumatic events were rescripted. Cognitive restructuring and imagery modification—another imagery-based intervention showing some similarities with ImRs—was applied as an additional intervention to address feelings of contamination. At the end of treatment, symptoms were reduced and the patient no longer met diagnostic criteria for PTSD (CAPS-5 total score of 25); however, only change in self-reported symptoms reached clinical significance. Challenges during treatment included frequent dissociative symptoms that were managed by instructing the patient to use antidissociative skills during ImRs. Findings corroborate ImRs as a feasible approach for the treatment of PTSD in patients with complex trauma histories.

1.1.4 MULVEY, MARISSA F., ET AL.

Infant fearful distress, parent intrusiveness, and adversity in families experiencing homelessness

INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 1-13p.

Infants experiencing homelessness face risk for developing mental health problems in the future. Parents residing in shelters experience adverse events at elevated rates compared to non-homeless individuals, which can impact their infants during a time of rapid development depending on how the parent copes. For some, trauma linked to these events may manifest in an intrusive parenting style that interferes with the child's developing capacity for self-regulation. We utilized a sample of 60 parent-infant dyads recruited while residing in emergency homeless shelters to evaluate associations among parents' history of adversity, intrusive parenting behaviors, and infants' fearful distress. Observed parent intrusiveness during a free play interaction was significantly associated with infant fearfulness observed in a separate behavioral task during which infants viewed a series of masks. Furthermore, there was a moderating effect for parent history of adversity such that the association between parent intrusiveness and infant fearful distress was stronger among parents with more past experiences of adversity.

1.1.5 GIBBS, JASON M. & AUBUCHON-ENDSLEY, NICKI L.

Socioeconomic resources moderate the relationship between maternal prenatal obsessive-compulsive symptoms and infant negative affectivity

INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 1-13p.

Perinatal maternal depression, anxiety, and stress are associated with poor infant outcomes. However, no known study has investigated the effects of perinatal maternal obsessive-compulsive symptomatology on infant outcomes while considering important situational factors such as socioeconomic resources. Therefore, we investigated the effects of prenatal and postnatal obsessive-compulsive symptomatology on infant behavioral reactivity, beyond the effects of postnatal depressive symptomatology, at 6 months of age. It was expected that socioeconomic resources would moderate this relationship. We recruited 125 pregnant women from a Health Professional Shortage Area for mental health and primary care in the

Midwest United States and interviewed them at approximately 34 weeks gestation and again at 6 months postnatally. They were administered questionnaires at both time points measuring obsessive-compulsive and depressive symptoms. Infant behavioral reactivity was gathered during 6-month follow-up through behavioral observation coding and maternal-report modalities. Maternal-reported infant negative affectivity at 6 months was related to greater severity of maternal postnatal depressive symptomatology, and socioeconomic resources moderated the relationship between maternal prenatal obsessive-compulsive symptoms and maternal-reported infant negative affectivity. However, neither of these relations was statistically significant when infant reactivity was quantified using behavioral observations.

1.1.6 SIROIS, SYLVAIN, ET AL.

The pupil collaboration: A multi-lab, multi-method analysis of goal attribution in infants
INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 1-42p.

The rise of pupillometry in infant research over the last decade is associated with a variety of methods for data preprocessing and analysis. Although pupil diameter is increasingly recognized as an alternative measure of the popular cumulative looking time approach used in many studies (Jackson & Sirois, 2022), an open question is whether the many approaches used to analyse this variable converge. To this end, we proposed a crowdsourced approach to pupillometry analysis. A dataset from 30 9-month-old infants (15 girls; Mage = 282.9 days, SD = 8.10) was provided to 7 distinct teams for analysis. The data were obtained from infants watching video sequences showing a hand, initially resting between two toys, grabbing one of them (after Woodward, 1998). After habituation, infants were shown (in random order) a sequence of four test events that varied target position and target toy. Results show that looking times reflect primarily the familiar path of the hand, regardless of target toy. Gaze data similarly show this familiarity effect of path. The pupil dilation analyses show that features of pupil baseline measures (duration and temporal location) as well as data retention variation (trial and/or participant) due to different inclusion criteria from the various analysis methods are linked to divergences in findings. Two of the seven teams found no significant findings, whereas the remaining five teams differ in the pattern of findings for main and interaction effects. The discussion proposes guidelines for best practice in the analysis of pupillometry data.

1.1.7 HAGOPIAN, LOUIS & FALLIIGANT, JOHN MICHAEL

Application of the evolutionary theory of behavior dynamics to severe challenging behavior
JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 729-744p.

The evolutionary theory of behavior dynamics (ETBD) is a genetic algorithm that applies the Darwinian principles of evolutionary biology to model how behavior changes dynamically via selection by contingencies of reinforcement. The ETBD is a complexity theory where low-level rules of selection, reproduction, and mutation operate iteratively to animate “artificial organisms” that generate emergent outcomes. Numerous studies have demonstrated the ETBD can accurately model behavior of live animals in the laboratory, and it has been applied recently to model automatically maintained self-injury. The purpose of the current series of studies was to further extend the application of the ETBD to model additional functional classes of challenging behavior and clinical procedures. Outcomes obtained with artificial organisms generally corresponded well with outcomes observed with clinical cases sourced from consecutive controlled case series studies. Conceptual and methodological

considerations on the application of the ETBD to model challenging behavior are discussed.

1.1.8 HARPER, JILL M., ET AL.

Teaching clinicians and nurses to prepare for and present at interdisciplinary meetings through behavioral skills training

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 745-756p.

Behavior analysts frequently collaborate with interdisciplinary colleagues to share information and make decisions about client services. This study evaluated the effects of behavioral skills training on preparation for and presentation during interdisciplinary review team meetings by clinicians ($n = 4$) and nurses ($n = 4$) at a residential school for students with intellectual and neurodevelopmental disabilities. The primary dependent measure was the percentage of preparation and presentation steps from task-analyzed behavior checklists that the participants implemented correctly. As evaluated by multiple-baseline designs, the participants improved their preparation and presentation skills to nearly 100% following behavioral skills training, maintained performance 1 month after the study, and rated training positively. We discuss elements of the training program, practice implications, and research directions.

1.1.9 FERNAND, JONATHAN K., ET AL.

Evaluation of schedule thinning following treatment for aggression maintained by access to higher level restrictive and repetitive behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 831-841p.

One of the diagnostic characteristics of individuals with autism spectrum disorders includes engaging in restricted and repetitive behavior. Research has shown that individuals will often display problem behavior when access to restricted and repetitive behavior is blocked. The purpose of the current study was to evaluate the use of functional communication training and schedule thinning to treat aggression displayed by three children diagnosed with autism spectrum disorders when higher level restrictive and repetitive behavior was blocked. Further, we assessed whether all steps in a schedule-thinning sequence were necessary as well as extended the practicality of these procedures by removing the continuous signal during the delay to reinforcement. The results indicated that functional communication with schedule thinning reduced aggression related to blocking access to engaging in higher level restrictive and repetitive behavior for all participants.

1.1.10 ONDIEKI BOSIRE, JAMLICK PETER, ET AL.

Early childhood leadership well-being: A phenomenological examination of workplace stress and supports

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 21(4), DECEMBER 2023, 412-425p.

Early childhood center directors need to effectively function in their workplace so that they can provide leadership that supports quality. Their personal and professional well-being may affect how they support other educators. Few studies have investigated work-related well-being from directors' perspectives. This qualitative study investigated the directors' common experiences about well-being. Specifically, interpretative phenomenological design was used to explore the directors' work-related stress, work-related support, and well-being. Four early childhood center directors serving children from low socio-economic backgrounds in Mid-

Western State were interviewed individually to understand how they understood work-related well-being, sources of work-related stress, and work-related support. Five themes emerged from the data: understanding of well-being (physical and mental health, salary, relationships, and self-care practice); sources of work-related stress (compassion fatigue, role, and learning); managing work-related stress (self-discipline, mindfulness); sources of support (leadership, staff, self-support, family, and friends); source of inspiration (opportunity and value). Implications include establishing formal support networks, and policy review and provision of resources to effectively support directors from burnout.

1.1.11 DEN HARTOG, ANYA, ET AL.

A scoping review of sex/gender differences in pragmatic language and friendship characteristics in autistic children and adolescents

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.108, OCTOBER 2023, 1-14p.

Background: Difficulties with social communication is core to an autism diagnosis, resulting in poorer pragmatic language ability and difficulty making and sustaining friendships, compared to neurotypical (NT) individuals. This review investigated sex/gender differences in pragmatic language skills and friendship characteristics in autistic children and adolescents and discusses potential links between these two concepts.

Methods: PubMed, PsycInfo and Google Scholar were searched for articles investigating gender differences in autistic individuals in pragmatic language skills and friendship characteristics.

Results: The nineteen studies included in this review provide evidence to suggest that autistic females demonstrate greater pragmatic language ability compared to autistic males. Similar to NT female populations, autistic girls express pressure to maintain a large social circle and, despite improved pragmatic ability, still express friendships as effortful.

Conclusions: Pressure to have a large social circle may result in autistic girls camouflaging their symptoms in order to fit into their peer group. These sex/gender differences have implications for considering a potential female phenotype during ASD diagnosis and treatment.

1.1.12 RINALDO, ETHAN & PERRY, ADRIENNE

Associations of age, anxiety, cognitive functioning, and social impairment with aggression in youth with autism

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-11p.

Background: Previous research has indicated that aggression in children with autism is associated with cognitive functioning, age, anxiety, and social functioning, although most samples only include parent-report measures and participants without intellectual disability. Furthermore, there is a lack of research investigating how different aspects of social impairment are associated with aggressive behaviour in youth with autism while anxiety is included in the analyses. The aim of this study was to clarify the relationships of these variables with aggression in a large sample, diverse in age and cognitive level, using both parent- and teacher-report measures.

Method: Participants were 1179 youth (age 4–18) with a diagnosis of autism spectrum disorder, from the SFARI database. Parent- and teacher-report measures were obtained for aggression, anxiety, and social impairment. Univariate statistics were calculated to determine how each variable was associated with aggression and hierarchical regressions were

conducted with all variables together.

Results: Age and intellectual disability presence/severity had small positive relationships with teacher-measured aggression while anxiety and social impairment severity had strong relationships with aggression when rated by both parents and teachers. In a regression analysis, anxiety and social communication problems had the strongest positive relationships with aggression while social motivation problems had a negative relationship with aggression.

Conclusion: These results indicate the importance of anxiety and social problems, particularly in social communication and motivation, when studying and treating aggression in youth with autism.

1.1.13 MARTINDALE, SARAH L., ET AL.

Distress tolerance mitigates effects of posttraumatic stress, traumatic brain injury, and blast exposure on psychiatric and health outcomes

REHABILITATION PSYCHOLOGY, VOL.68(4), NOVEMBER 2023, 385-395p.

Background: Exposure to blasts is common among service members and history of these exposures has been associated with chronic psychiatric and health outcomes. Evidence suggests that distress tolerance (DT) may moderate this relationship and be a valuable treatment target in this population. The purpose of this manuscript was to evaluate DT as a modifying factor in the association between posttraumatic stress disorder (PTSD), mild traumatic brain injury (TBI), blast exposure, and functional indicators. **Method:** Participants were 275 (86.55% male) combat veterans who served in Iraq or Afghanistan after September 11, 2001. Clinical interviews for PTSD diagnosis, TBI history, and blast exposure were administered, and participants completed self-report questionnaires (DT, PTSD symptom severity, depressive symptom severity, neurobehavioral symptom severity, sleep quality, pain interference, and quality of life). **Results:** DT was significantly associated with all functional indicators beyond PTSD diagnosis, mild TBI, and blast severity. There were significant interaction effects between DT and PTSD diagnosis for posttraumatic stress symptom severity, sleep quality, and quality of life. Specifically, there were significant differences in these reported functional indicators between individuals with and without a PTSD diagnosis as DT increases, such that reported symptoms were lower (quality of life better) for individuals without PTSD as DT improved. **Conclusion:** Our results demonstrate that DT might be a key factor in postdeployment function for military service members. Treatments targeting DT may be particularly effective in individuals who attribute psychiatric symptoms to history of blast exposure.

1.1.14 STANLEY, KRYS, ET AL.

Hopefulness and meaning in adults with disabilities' physical activity: A qualitative study.

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 419-430p.

Purpose/Objective: The body of knowledge regarding the processes involved in changing physical activity behaviors in people with disabilities is very limited. This qualitative study is a follow-up to a pilot study on an individualized health coaching intervention for adults with any type of disabilities, titled Health My Way, that used a disability-specific health-promotion curriculum. In the original study, we found that participants in the health coaching intervention experienced improved health-promoting behavior, notably physical activity. In the current follow-up study, we examined the relationships among participants' personal sense of meaning and hope and the physical activity change process. **Research Method/Design:** Participants (n = 12) were a subset of participants from the original pilot

study, who were adults with any type of disability, recruited by convenience sampling. These participants completed in-depth interviews to explore possible interactions among health coaching, health behavior changes (including physical activity), meaning, and hope. The curriculum-based health coaching intervention involved weekly, individual coaching for up to 12 weeks. We used thematic analysis to analyze interview data. Results: We identified three main themes: tapping into sources of meaning, increasing hopefulness, and hopelessness combined with lack of meaningful engagement. Conclusions/Implications: In the context of health coaching for people with disabilities, identifying sources of personal meaning appears to be necessary for the initial motivation for goal-directed action regarding physical activity. Subsequent generation and maintenance of hope appear to be vital for maintaining physical activity in this population.

1.1.15 RULE, PAYTON D. & HILL, PATRICK L.

Psychosocial factors and well-being among adults with Charcot–Marie–Tooth disease: A cross-sectional study.

REHABILITATION PSYCHOLOGY, VOL.68(3), AUGUST 2023, 431-442p.

Purpose/Objective: The goal of the current study is to examine the relationships between psychosocial factors and well-being among adults with Charcot–Marie–Tooth (CMT) disease, a progressive neuromuscular disorder. Specifically, we aimed to examine associations between psychosocial factors and sense of purpose as well as the moderating role of sense of purpose on associations between psychosocial factors and two other measures of well-being (life satisfaction and health-related quality of life). Research Method/Design: In 2021, we recruited 263 U.S. adults with CMT (Mage = 60.15 years, 58.56% female, 92.40% White) to take part in a cross-sectional study. Participants were asked to complete an online survey assessing components of well-being as well as various psychosocial factors. Results: Moderate-to-strong associations were found between most psychosocial factors assessed and sense of purpose in individuals with CMT. In addition, sense of purpose moderated the relationship between multiple psychosocial factors and other measures of well-being. Conclusions/Implications: Psychosocial factors may be important to consider when examining well-being among individuals with CMT. Furthermore, sense of purpose may be a beneficial tool for promoting well-being in this population.

1.1.16 PRATI, GABRIELE & MANCINI, ANTHONY D.

Social and behavioral consequences of the COVID-19 pandemic: Validation of a Pandemic Disengagement Syndrome Scale (PDSS) in four national contexts.

PSYCHOLOGICAL ASSESSMENT, VOL.35(11), NOVEMBER 2023, 1041-1053p.

The aim of the present study was to develop and validate a self-report measure that investigates people's general disengagement after the acute phases of the pandemic. Across three studies, we examined the psychometric features of the Pandemic Disengagement Syndrome Scale (PDSS) in four national contexts. In Study 1, we developed the instrument and investigated the factorial structure, internal consistency, measurement invariance across gender and countries (the United States and Italy), and discriminant validity. A bifactor model with two specific factors (Social Avoidance and Alienation) provided a better fit than the competing models. In Study 2, we tested the stability of the PDSS as well as its predictive validity. In Study 3, we conducted a quasi-experimental comparison between Norway and Sweden, to investigate whether scores on the PDSS are related to a markedly distinct approach to the pandemic in terms of mandatory lockdown. Overall, results from the three

studies demonstrated that the PDSS is a valid and reliable measure of a syndrome of disengagement from others following a pandemic.

1.1.17 BLACKWELL, COURTNEY K., ET AL.

Development and psychometric validation of the Pandemic-Related Traumatic Stress Scale for children and adults.

PSYCHOLOGICAL ASSESSMENT, VOL.35(11), NOVEMBER 2023, 1054-1067p.

To assess the public health impact of the COVID-19 pandemic on mental health, investigators from the National Institutes of Health Environmental influences on Child Health Outcomes (ECHO) research program developed the Pandemic-Related Traumatic Stress Scale (PTSS). Based on the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) acute stress disorder symptom criteria, the PTSS is designed for adolescent (13–21 years) and adult self-report and caregiver-report on 3–12-year-olds. To evaluate psychometric properties, we used PTSS data collected between April 2020 and August 2021 from non-pregnant adult caregivers ($n = 11,483$), pregnant/postpartum individuals ($n = 1,656$), adolescents ($n = 1,795$), and caregivers reporting on 3–12-year-olds ($n = 2,896$). We used Mokken scale analysis to examine unidimensionality and reliability, Pearson correlations to evaluate relationships with other relevant variables, and analyses of variance to identify regional, age, and sex differences. Mokken analysis resulted in a moderately strong, unidimensional scale that retained nine of the original 10 items. We detected small to moderate positive associations with depression, anxiety, and general stress, and negative associations with life satisfaction. Adult caregivers had the highest PTSS scores, followed by adolescents, pregnant/postpartum individuals, and children. Caregivers of younger children, females, and older youth had higher PTSS scores compared to caregivers of older children, males, and younger youth, respectively.

**UNDER AWARENESS PROJECT ANIMATED FILMS CREATED
BY
NIEPID**



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

1.2 Intellectual Disability

1.2.18 GRAY, BEN & KERRIDGE, TOM

Lived experience research in learning disabilities: The understanding inequalities project from a service user's perspective

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(4), DECEMBER 2023, 479-488p.

Background: People with learning disabilities are often left behind and ostracised in life, education, employment and in research. This article describes the importance and value that people with learning disabilities can bring when participating in co-production and lived experience research. The article reports on the inequalities and barriers that people living with learning disabilities have in accessing health and social care services and hospitals and makes recommendations for improving services and people's experiences of services. The intertwining of subject (inequalities and barriers of access) and process (lived experience research and co-production) leads to more comprehensive knowledge and understanding of learning disabilities.

Methods: Co-production events were held with people with learning disabilities, facilitated by the co-author (Tom Kerridge). Tom and a service user researcher (Ben Gray) with Asperger's syndrome and schizophrenia thematised transcripts and made recommendations, in Ben's case with the insight of lived experience of learning disabilities and mental health problems.

Findings: A series of recommendations are made based on the insight of a lived experience perspective. For example: to have a grass roots learning disabilities champion, lived experience peer mentors and supporters, training via a film made by people with learning disabilities, the involvement of Learning Disabilities Research Ambassadors to conduct phase two of the research as well as other recommendations.

Conclusions: Lived experience research and co-production are at the heart and centre of contemporary research in health and social care. Participation can change feelings of exclusion and stigma into feelings of being valued, accepted and being able to make a difference.

1.2.19 RUSTHTON, ROSIE, ET AL.

Musical preferences of people with profound intellectual and multiple disabilities: A participatory design with proxies

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(4), DECEMBER 2023, 489-498p.

Background: Inclusive research advocates for the involvement of people with intellectual disabilities to be more than passive participants within the research process.

Methods: This study used a participatory design with proxies to consult with 13 people with profound intellectual and multiple disabilities, on their musical preferences. Four instrumental listening tracks were created for consideration. The expected outcome was that people with profound intellectual and multiple disabilities would contribute to the codesign and development of a Musical Play framework. The study took place in England.

Findings: Proxy reports suggested that elements of music such as the tempo, tonality and instrumentation influenced the participants' responses. Responses were mixed across all tracks, indicating that the musical preferences of people with profound intellectual and multiple disabilities are variable and individualised.

Conclusion: Further exploration of how people with profound intellectual and multiple disabilities can contribute to inclusive research is recommended.

1.2.20 FARMER, KATE E. & STRINGER, PHILL

Understanding the views of children with profound and multiple learning difficulties for person-centred planning

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(4), DECEMBER 2023, 499-508p.

Background: All children have the right to express their views about matters affecting them and participate in decision-making for their future irrespective of their intellectual ability. This study explores the adult role in understanding the views of children with profound and multiple learning difficulties who are not using a formal communication system and require adults to speak on their behalf.

Methods: The study employs a qualitative multiple case study design involving three children with profound and multiple learning difficulties attending one special school. Social constructivist grounded theory approaches inform data gathering and analysis. Eight interviews are conducted with parents and professionals to explore how they understand the children's views and how this understanding informs person-centred planning, combined with observations of the children in school and observations of their person-centred planning meetings.

Findings: Adult participants consider the children in the study to have agency and ability to affect the world around them. They believe the children can express their likes, dislikes and what they want but they think the children would have difficulty communicating their views about their health, medical needs and disability. They describe a range of observable actions made by a child to which they give meaning when interpreting the child's views. The actions a person takes as a child's communication partner can enable the child to develop and communicate their views. A process of observation and comparison allows adults to explore different interpretations of a child's views. Perspectives offered by professionals from different fields enable a child's views to be understood in different ways.

Conclusions: Adults develop their understanding of the children's views over time in relational and social contexts. Different interpretations of a child's communication are considered when adults collaborate, leading to socially constructed understandings of a child's views. Adults infer the meaning of a child's views about what is important to them for the future from their understanding of the child's views in the present, which informs person-centred planning.

1.2.21 LANGER-SHAPLAND, KATIE, ET AL.

'It should be more outspoken and not hushed away, not like put in a dark box': An interpretative phenomenological analysis of experiences of menopause voiced by women with learning disabilities

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(4), DECEMBER 2023, 509-521p.

Background: There is little research into experiences of menopause voiced by women with learning disabilities, who can be neglected in academic research. There is a particular lack of knowledge around the psychological and social experiences of menopause in this population, and how changes are managed. This study sought to explore these experiences.

Methods: Experiences of five women with lived experience of menopause, being seen by

community National Health Services specialising in learning disabilities, were captured with semistructured interviews and analysed using interpretive phenomenological analysis.

Findings: Five superordinate themes were identified, involving the importance of having information about menopause, challenges of periods, observable changes in menopause, the importance of social connection, and managing menopause independently.

Conclusions: This study highlights the need for clinicians and carers to understand the variety of impacts menopause can have on women with learning disabilities, including emotional and social aspects, and the need to initiate conversations regarding menopause and available treatments.

1.2.22 HEWITT, OLIVIA, ET AL.

A mixed methods evaluation of a compassion-focused therapy group intervention for people with an intellectual disability

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(4), DECEMBER 2023, 522-533p.

Background: This study investigated the use of a Compassion-Focused Therapy (CFT) group as a psychological intervention for a group of adults with an intellectual disability with a range of psychological issues.

Method: Four clients attended the group, which was facilitated by three trainee Clinical Psychologists. The group consisted of 8 weekly sessions.

Findings: Standardised outcome measures showed an increase in psychological well-being and self-compassion for all participants postintervention. Two participants showed an increase in psychological distress, while two participants reported decreases in this area. Scores on measures of self-criticism fell for two participants, increased for one participant and showed no change for one participant. Qualitative interviews were conducted with postgroup with all group members (clients and facilitators). Thematic analysis identified two superordinate themes relating to the accessibility of the group content, and interpersonal aspects of the group.

Conclusion: The results suggest that clients enjoyed and benefitted from the group. Challenges, such as lack of carer involvement, were identified, and recommendations for future CFT groups are made.

1.2.23 ANDERSON, SIAN, ET AL.

Adults with intellectual disabilities as users of social media: A scoping review

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 51(4), DECEMBER 2023, 544-564p.

Background: Social media use continues to grow, and it offers an important way for adults with intellectual disabilities to feel socially included and to communicate with others.

Aim: This study aimed to establish the state of knowledge about social media use among adults with intellectual disabilities, their experiences and its impact.

Method: A scoping review was conducted of peer-reviewed literature published between 2000 and 2021 that reported empirical research on social media use, experiences, training and outcomes for adults with intellectual disabilities.

Findings: Adults with intellectual disabilities use social media platforms and experience a range of positive outcomes including feeling more included and valued. Some of the negative impacts included bullying and exploitation. The high cost of technology and some elements of design sometimes make social media inaccessible.

Conclusions: The studies included provided evidence about the experience of using social media from adults with intellectual disabilities and some perspectives of family members and paid supporters. Future research is needed to examine effective approaches to overcoming barriers to access and ways to manage some of the negative impacts of engagement in order to inform policy and practice.

1.2.24 JAJODIA, PREETI & ROY, PARAMITA

Sibling Issues in Disability: A Thematic Analysis of Sibling, Parent & Expert Perspectives
INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 1392-1409p.

Typically developing children who grow up with siblings with disabilities often have numerous negative experiences owing to many factors such as parental differences in behaviour, lack of time & attention received and many others. This paper aims to analyse themes emerging from interviews with typically developing siblings, their parents and experts from the field of child development and child mental health regarding these experiences.

1.2.25 HANEY, SARAH D., ET AL.

An evaluation of negative reinforcement to increase self-feeding and self-drinking for children with feeding disorders

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 757-776p.

Self-feeding with utensils represents an important step in a child's progression toward age-typical eating and emerges in the absence of intervention for most children. In contrast, children with feeding disorders may lack the skill or motivation to self-feed, which impedes progress toward age-typical eating. In the current study, experimenters used a multielement design to evaluate negative reinforcement in the form of meal termination to transition six participants with a feeding disorder from caregiver-fed to self-fed bites and drinks. Caregivers conducted meals in which they fed the participant or prompted them to self-feed. During self-fed meal-termination sessions, participants had the opportunity to end the meal contingent on self-feeding the presented bite(s) or drink(s). Self-feeding increased during meal-termination sessions for all participants. The experimenters discuss these results relative to their potential to inform interventions for children with feeding disorders that progress the child toward age-typical eating.

1.2.26 MARELLE, CHELSEA, ET AL.

A Survey of Wireless Technology Supporting Individuals with Intellectual and Developmental Disabilities in the Workplace

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 434-444p.

Despite the enactment of the Americans with Disabilities Act and its amendments, there are still barriers to successful employment for people with intellectual and developmental disabilities (IDD). Known barriers include lack of accommodations; negative stigma; and lack of investment in education, on-the-job training, and work experiences. Although many young adults with IDD want to fully engage in community-based employment, they often require supports that employers are unable or unwilling to provide. Wireless or wearable technologies in the workplace have the potential to provide necessary supports to employees with IDD and their employers. In the present study, we conducted a web-based survey of

employees with IDD (n = 66), service providers (n = 54), and family members (n = 19) to determine which technologies individuals with IDD use in the workplace, and how these technologies influence their employment experiences. We analyzed survey data using quantitative and qualitative descriptive analyses. All survey respondents endorsed the use of technology in the workplace to enhance employment outcomes for individuals with IDD. The three groups of respondents varied in their identification of barriers; however, the most commonly identified barriers to effective technology use at work were Lack of Knowledge and Instruction on Device Use/Adaptations and Employer-imposed Barriers. Study findings have the potential to influence workplace decisions and training for people with IDD and their employers, families, and other service providers.

1.3 Special Education

1.3.27 PUERTA, MARTA APARICIO & SÁNCHEZ, TAMARA POLO M.

Attitudes Toward Disability in Early Childhood Education: A Methodological Review

EXCEPTIONALITY, VOL. 31(4), NOVEMBER 2023, 241–257p.

To create an inclusion school, we must take into account the attitudes toward disability of the entire educational community, i.e., teachers, families and peers. Specifically, it is essential that this inclusion begins to take place from when the pupils are very young. Therefore, this research carried out a systematic review of the studies that have examined the attitudes toward disability of these three groups in the early childhood education stage, with special emphasis on the methodology used. The results show that teachers and families, in general, reflect positive attitudes, while the children showed less favorable attitudes. The methodology demonstrated a greater preference for quantitative methods in the case of children and teachers, while in families, there is greater heterogeneity. Finally, it can be concluded that the attitudes of families and children in early childhood education are scarcely studied, so more research is needed.

1.3.28 HARPER, JUSTIN ET AL.

Trends in the Potential Supply of New Special Educators

EXCEPTIONALITY, VOL. 31(4), NOVEMBER 2023, 258-274p.

Special education teacher shortages result in unqualified teachers working with students who have disabilities. Past research has focused on national shortages and the number of special education teachers in schools, but fewer studies have examined the number of new special education program completers, an important aspect of the potential special educator pipeline. In this study, we used publicly available data to examine long- and short-term trends in the number of program completers, if these trends were related to the number of students with disabilities over time, and if trends varied by state. Using graphs and multilevel modeling, we found that trends in the special education teacher pipeline varied dramatically by state, that national averages might be substantially influenced by large states, and that trends in recent years suggest a decline in special education program completers. We discuss the implications of these findings for ensuring that all students with disabilities have access to teachers with special education training.

1.3.29 YI-CHEN WU, ET AL.

Parent's Post-School Goal Expectations for English Learners with Disabilities

EXCEPTIONALITY, VOL. 31(4), NOVEMBER 2023, 275-290p.

What we know about transition-age ELs with disabilities comes from a limited number of studies and reports. These students face multiple obstacles to achieving the benchmarks of post-school success, including coming from disadvantaged socioeconomic backgrounds and having lower academic achievement than other students with disabilities. This study analyzed National Longitudinal Transition Study 2012 data to explore parents' expectations for their child's future goal aspirations, including postsecondary education, independent living, and financial independence for English learners (ELs) with disabilities and compared results with non-ELs with disabilities. Results showed parent expectations varied by disability category and post-school goals. Also, parents of ELs with disabilities, compared to non-ELs with disabilities, had higher expectations for their child to be financially independent by age 30. The analysis also identified several individual and family predictors of these post-school

goals for both parent groups. Implications for research and practice are discussed.

1.3.30 COLEMAN, OLIVIA FUDGE, ET AL.

Self-Contained Special Educators' Perceptions toward Including Students with Significant Cognitive Disabilities in General Education Classes

EXCEPTIONALITY, VOL. 31(4), NOVEMBER 2023, 291-307p.

Teachers' perceptions play a critical role in defining and giving meaning to new initiatives and policies in schools. However, very little is known about the perceptions of self-contained special educators responsible for students with significant cognitive disabilities (SCD) pertaining to the inclusion of students with SCD in general education classes and how those perceptions impact educational programming. In this qualitative study, the authors conducted semi-structured interviews with 21 special educators responsible for students with SCD who taught in self-contained classes within traditional public schools. The interview was designed to explore special educators' perceptions pertaining to including students with SCD in general education classes and possible personal and environmental factors that may influence their perceptions. The findings suggest that self-contained special educators responsible for students with SCD are tentatively supportive of including their students in general education classes. However, several factors (e.g., lack of support, student abilities and skills, general educator attitudes) and reservations appeared to impact special educators' decision-making pertaining to including their students with SCD in general education classes.

1.3.31 ZIRKEL, PERRY A.

The Role of Law in Special Education

EXCEPTIONALITY, VOL. 31(4), NOVEMBER 2023, 308-318p.

This article provides foundational information to stimulate and facilitate assessment of the distinctive role of law in this field. For example, has the balance of costs and benefits reached the point of over-legalization? Similarly, to what extent is legal literacy essential for special education teachers and related service personnel as compared to special education supervisors and administrators? For practitioners, professors, and policymakers to arrive at informed answers to such questions, this article successively provides (a) a description of the meaning of "law" in the context of special education in this country; (b) an overview of the level and sources of knowledge of special education law among school personnel, and (3) a sampling of lessons for special education stakeholders' careful consideration.

1.3.32 OGDEN, NICOLETTE, ET AL.

Efficacy of Teachers Supporting Paraeducators to Implement Functional Communication Training

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(4), DECEMBER 2023, 211-222p.

Functional communication training (FCT) is an evidence-based practice for individuals with autism spectrum disorder (ASD) that can be implemented by practitioners in school settings. However, few studies have explored effective and sustainable training approaches to support paraeducators in their implementation of FCT. The purpose of this study was to evaluate the effectiveness of special education teacher-delivered training on paraeducator implementation of FCT for students with ASD. Paraeducator FCT implementation included delivery of a teacher-identified response prompting system to teach a predetermined functionally

equivalent communicative response. All paraeducators delivered FCT with high levels of implementation after receiving training, with two paraeducators requiring additional follow-up coaching to meet the criteria for mastery. We present implications for practice and future research directions as it relates to developing effective training systems for paraeducators who support students with ASD.

1.3.33 CHUNG, YUN-CHING & DOUGLAS, KAREN H.

The Exploration of a Low-Intensity Paraprofessional-Delivered Peer Training in Inclusive High School Classrooms

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(4), DECEMBER 2023, 223-233p.

Social competence is an essential skill that can be promoted in inclusive high school classrooms. For high school students with developmental disabilities, peer-mediated interventions have shown promise for increasing social communication with feasible implementation. This study focused on increasing the appropriate peer interactions of three high school students with autism or intellectual disabilities in inclusive general education classrooms. We used a single-case multiple probe design to evaluate the effectiveness of a low-intensity peer-mediated intervention delivered by a paraprofessional to six peer partners. Our visual analysis of the data resulted in determining a functional relation between the intervention and students' appropriate peer interactions. The peer partners and educators found the goals, procedures, and outcomes to be beneficial, important, and practical. We also discuss the implications, limitations, and ideas for future research.

1.3.34 GARCIA-MOYA, MELODY, ET AL.

Teaching Cartesian Product Problem Solving to Students With Autism Spectrum Disorder Using a Conceptual Model-Based Approach

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(4), DECEMBER 2023, 245-257p.

Students with autism spectrum disorder frequently face challenges when learning mathematical concepts. For example, they may have difficulties solving mathematical word problems, in particular Cartesian product problems. This research is a case study with a multiple probe design in which the participants were three Spanish students diagnosed with autism spectrum disorder. A conceptual model-based problem-solving approach adapted to the characteristics of the participants was used to teach them how to solve Cartesian product word problems introduced sequentially in the instruction (first multiplication, then division, and finally both operations). The results show a functional relationship between the intervention and the students' performance. The three participants generalized their learning to two-operation Cartesian product problems (an addition and a multiplication). Moreover, two of them retained what they learned 6 weeks after completing the instruction. The implications for teaching this and other mathematical content to students with autism are discussed.

1.3.35 NAHMIAS, ALLISON S., ET AL.

The Effects of Community Preschool Characteristics on Developmental Outcomes for Students With Autism Spectrum Disorder

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(4),

DECEMBER 2023, 268-282p.

This study examined factors associated with 9-month outcomes of 78 preschoolers with autism spectrum disorder ([ASD]; 66 males, mean age = 44.8 [7.0] months) receiving preschool special education services. Use of recommended intervention practices was observed in each student's primary educational setting: autism-only (n = 28), mixed-disability (n = 25), and general early education (n = 25). Recommended practice use across setting types and developmental changes were compared using generalized estimating equations. Autism-only settings had the highest implementation of classroom structure, classroom environment, and curriculum and instruction. General early education had greater implementation of practices to support social and peer relationships. Supporting social and peer relationships was the largest predictor of gains, controlling for setting type; the association was greater for children with lower initial receptive language or developmental skills. These findings highlight the importance of supporting and promoting peer engagement in students with ASD across preschool placement types.

1.3.36 CAPPA CLAUDIA, ET AL.

Measuring Environmental Factors and School Participation for Children with Disabilities
INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(7), NOVEMBER 2023, 1312-1327p.

To assess whether every child's right to education is met, it is necessary to measure the participation of children with disabilities in school through statistically sound and internationally comparable measures. We conducted a scoping study to identify existing instruments that measure environmental factors related to the participation of children with disabilities in school.

The review identified 12 measures for a total of 282 question items. Most measures were used in disability surveys and answered by a proxy respondent. Many used definitions of disability framed under the medical model, focusing on impairments as the primary cause of the lack of school participation. No one set of questions on school environment and participation that would produce internationally comparable data was identified.

School environment and participation measures have the potential to provide a statistical summary of the environmental factors that act as barriers to or facilitators of participation in school. This could help identify key bottlenecks that can be addressed to promote every child's right to education. A statistically sound, internationally comparable measure has yet to be developed.

1.3.37 MATTSON, STEPHANIE L., ET AL.

Using generic picture cues to promote verbal initiations during play

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 816-830p.

Children with autism spectrum disorder often demonstrate difficulty communicating with others, and this may affect the extent to which they can engage in contextually appropriate language during play. This study examined the effects of a social script-training intervention using generic picture cues on the number of contextually appropriate play statements for children with autism spectrum disorder. We also examined the extent to which responding generalized to novel toy sets and analyzed play statement types. A nonconcurrent multiple-baseline-across-participants design with embedded reversal components was used to evaluate the effects of the generic picture-cue intervention on contextually appropriate play statements. Three participants demonstrated a higher number of contextually appropriate play statements

in the training condition as compared with the baseline and no-cue conditions. Further, two out of three participants continued to emit a similar number of contextually appropriate play statements when we introduced novel toy sets.

1.3.38 JENNIFER FARLEY, ET AL.

Conceptual knowledge of writing words and numbers: Developmental data from preschool children

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 21(4), DECEMBER 2023, 426-439p.

Children's conceptual knowledge of writing words and numbers is an important aspect of their cognitive development. Children use notations as representations that have a communicative value and begin to learn about formal differences between writing words and writing numbers at an early age before the onset of formal schooling. The aim of the present study was to examine preschool children's conceptual knowledge of writing words and numbers in an ecologically valid task with communicative value. One hundred and twenty Greek-speaking preschool children between the ages of 3 and 6 years old were assessed on the identity card task, which examined their production of notations for words and numbers during their effort to communicate personal information to others. The results demonstrated a developmental trend in the type of notation children produced with the younger children providing more "ambiguous" notations, for both tasks implying writing words and numbers, while as they got older, they provided more "writing-like" notations for the tasks implying writing words and more "number-like" notations for the tasks implying writing numbers. Understanding when and how children differentiate their symbolic representations for words and numbers can inform both theory and practice by expanding our understanding of whether certain constraints characterize the developmental course of a specific notational system. The findings of the present study could be incorporated in educational practice and enhance children's emerging literacy and numeracy skills.

1.3.39 BURGESS, CASEY C.

Educator understanding of self-regulation and implications for classroom facilitation: A mixed methods study

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 21(4), DECEMBER 2023, 469-483p.

There is growing concern about the mental health and resilience of today's children and difficulties with self-regulation are implicated in educational outcomes, cognitive problems, internalizing problems such as depression and anxiety, externalizing problems such as aggression, and physical health problems. Self-regulation is a growing topic of interest in a variety of disciplines and there are 447 different interpretations of what self-regulation means in the literature, which makes it difficult for educators to interpret and apply it in their classrooms. Due to advances in neuroscience, the Ontario Ministry of Education shifted toward a neurophysiological framework for the Self-Regulation and Well-Being Frame of the Kindergarten Program. The current study examined which frameworks Ontario kindergarten educators were using by analyzing the ways they described and facilitated self-regulation in the classroom through surveys, interviews, report cards, and classroom observations. Findings revealed that educators: have little experience and training with resources aligned with the Kindergarten Program's approach to self-regulation, describe self-regulation as self-control, and facilitate self-regulation using a learning strategies approach. Educators were

observed using fewer than a third of ministry self-regulation recommendations in the classroom. Implications and recommendations for aligning educator practices with the Kindergarten Program's framework are discussed.

1.3.40 STAVHOLM, EMELIE, ET AL.

The mediating role of concepts for collective reasoning about integrating play, teaching and digital media in preschool: A potential for enabled agency for early childhood teachers

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 21(4), DECEMBER 2023, 484-497p.

An international contemporary challenge for early childhood teachers is to integrate digital media in preschool. Research indicates that teachers have concerns regarding the use of digital media in preschool, especially in relation to play. In this study, we explore how an early childhood education and care (ECEC) work team takes on this challenge when, in focus group conversations, discusses digital media in relation to a theoretical framework with principles and implications for understanding play and teaching in preschool. We adopt a sociocultural perspective when examining the mediating role of theoretical concepts for reasoning about the integration of digital media in ECEC. The findings illustrate how the concepts mediate an understanding of (i) play and teaching as responsive activities with a focus on the importance of sharing the same digital media references (ii) play and teaching activities as building on a mutual frame of reference, which is a challenge as children have different experiences of digital media than adults, (iii) play as including fluctuations between "as if" and "as is" and something that must include fantasy and an openness, with digital media contributing to or hindering such openness, and (iv) how teaching can take shape in mutual activities where mutual experiences of digital media can be used as a starting point for teaching. Implications for professional development efforts and teacher agency are discussed.

1.3.41 KULTTI, ANNE

Extended dialogues in establishing children-teacher play: The pattern of initiation–challenge–extension (ICE)

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 21(4), DECEMBER 2023, 510-523p.

In studies of classroom discourse in early childhood education and care (ECEC), a dominance of the communicative pattern of initiation, response, follow-up (IRF) is shown, and a need of knowledge about extensive dialogue for meaning making is argued. In the present study, communication between children and teacher(s) in play is considered as a form of educational discourse mediating language learning. The study, informed by a sociocultural perspective, aims to contribute to the knowledge of pattern of establishing a pedagogical dialogue in play activities. What characterizes the communication establishing a joint play in which children come to participate in extensive dialogues is clarified through reanalyzing video-documented data from a project concerning play, learning and teaching in ECEC. The analysis implies a pattern of ICE: children initiating a play (I)—a teacher challenging the initiative (C)—children expanding the content (E). The function of challenging is understood as the critical contribution for opening for and expanding the children's verbal participation. A conclusion of changing the follow-up from evaluating to expanding in a pedagogical dialogue is recommended to study further in different contexts.

1.3.42 RAY, AMBER B., ET AL.

Secondary Educators' Writing Practices for Students with Disabilities: Examining Distance Learning and In-Person Instruction

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 472-487p.

We report results of a national survey of secondary teachers who teach special education and/or English language arts in the United States. A total of 50 teachers from 27 different states completed the survey. In the survey, we asked teachers about their experience delivering distance and in-person instruction during the COVID-19 pandemic. We specifically focused on three broad areas: writing assignments, writing instructional practices, and adaptations used to support students with disabilities. We also collected information about teacher characteristics, technology use, and teacher attitudes and self-efficacy about writing. On average, teachers reported receiving minimal preparation to teach writing via distance or in-person instruction. When compared to in-person instruction, teachers reported using fewer writing assignments, evidence-based writing practices, and adaptations for students with disabilities during distance learning. We provide implications for teacher professional development and detail limitations related to sample size and response rate

1.3.43 HOLMGREN, MARTIN

Enacting Special Education in a Digitalized School: Opening for New Understandings of a Digitalized Special Educational Practice

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 488-500p.

As society has gotten increasingly digitalized, schools have made extensive efforts to accommodate to that development. With the digitalization of school, the special education practice and the roles of special education needs coordinators (SENCOs) and special education teachers (SETs) change. However, there is a lack of research examining this transformation, a gap which this exploratory study opens up for new understandings of. This mixed method study explores the special education practice in a municipality in Sweden, one of the most digitalized countries in the world. The findings show that SENCOs and SETs have highly positive beliefs about digital tools in special education, but at the same time their frequency of use varies greatly. Also, the study identifies special educational activities engaging with digital technology, describing a work practice with complex expectations of the special education professionals also in the area of digital teaching and learning. Furthermore, the competencies considered as necessary for handling the expectations are discussed.

1.3.44 SIMMONS, CHELSEY R., ET AL.

Teaching Students With a Mild Intellectual Disability to Respond to Strangers Using Computer-Based Video Instruction

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 527-538p.

Computer-based video instruction (CBVI) has been effective in teaching students with disabilities various health, community, and safety skills. Research suggests that CBVI is often used in conjunction with community-based instruction (CBI). Frequently, students with severe disabilities or students who are of high school age participate in CBI and/or CBVI and its accompanying research. This study investigated the effectiveness of CBVI to teach

students with a mild ID, ages 11–13, appropriate responses to lures from strangers. A single-case, multiple probe across participants design was used to examine the impact of CBVI on one dependent variable, a correct two-step response (verbal and motor) to a lure from a stranger. The two-step response was adapted from the Akmanoglu & Tekin-Iftar (2011) study investigating responses to strangers. Data indicated that CBVI had a positive impact on all four participants. Participants also maintained the skill (up to 5 weeks) and generalized to a novel setting. Parents and teachers involved in the study also reported positive opinions regarding the aim and outcomes of the study. Implications for practice and for future research are provided.

1.3.45 JUDITH A. MORRISON, ET AL.

Trash is a Problem! Building Students' Connection to Their School Community

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 555-562p.

The project described in this article focused on the school's environment and students' connections with the school. The project took place in a large, comprehensive high school with eight 12th grade students, one with intellectual disabilities, three with learning disabilities, two with autism spectrum disorders, and two with health impairments. Students learned to collect data, use an ArcGIS map for analysis, brainstormed and carried out methods to bring awareness about garbage on school grounds to the school community (using posters, announcements, and incentive points), and compared garbage quantity after a week of awareness. Students gained insight into how technology can be used to define a problem, strategies to communicate important issues, and the value of collecting and using data for decision-making. The strengths of this project were engaging students in an authentic school-based investigation while being introduced to new technology tools, learning about the impact they can have on their school, and increasing their connections to the schoolwide community.

1.3.46 POKORSKI, ELIZABETH A., ET AL.

Effects of Lag Schedules of Reinforcement on Variable Manding in Preschoolers With Disabilities

JOURNAL OF EARLY INTERVENTION, VOL. 45(4), DECEMBER 2023, 370-390p.

Functional communication training (FCT) is an evidence-based intervention that while often effective, can result in rote responding, reduced generalizability of target behavior, and resurgence of challenging behavior (CB) during treatment lapses. Lag schedules of reinforcement have been successfully used to address these concerns. We applied an increasing lag schedule within FCT to increase the variability and persistence of appropriate responding of four young children with disabilities while maintaining low levels of CB during treatment. Our results provide evidence regarding the effects of lag reinforcement on appropriate communication and CB during treatment and lapses in treatment with children with autism and Down syndrome. This research provides a new perspective to the field given, we assessed functional communication during baseline, assessed generalization to new contexts, and assessed social validity via both masked raters and participants' mothers. We discuss the implications of this work and provide future directions for researcher and practice.

1.3.47 MORAN, KAITLIN K. & SHEPPARD, MARY E.

Finding the On Ramp: Accessing Early Intervention and Early Childhood Special Education in an Urban Setting

JOURNAL OF EARLY INTERVENTION, VOL. 45(4), DECEMBER 2023, 391-407p.

Early Intervention and Early Childhood Special Education (EI/ECSE) are critical services for children with disabilities and their families. Urban areas are charged with providing EI/ECSE services to a large number of children, who come from diverse racial, cultural, and linguistic backgrounds, and whose parents may or may not have economic resources. To better understand the nuances of EI/ECSE systems in urban contexts, we interviewed stakeholders in a large Mid-Atlantic U.S. city, examining the process of accessing EI/ECSE. We interviewed parents, medical professionals, early care providers, and special education personnel, and reviewed and analyzed artifacts using content analysis to inform the research questions and verify findings. Findings showed a strained system with both structural and situational challenges, specifically for families from diverse backgrounds.

1.3.48 YOUNGS, PETER., ET AL.

Commonality and Variation in How Special Education Faculty Teach Classroom Management

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(4), NOVEMBER 2023, 284-299p.

Research demonstrates a clear link between implementing proactive classroom management practices and positive student outcomes. Thus, it is important to examine how teachers are prepared to enact such practices. In this qualitative study, the authors draw on interviews with 35 special education faculty members at 32 institutions of higher education (IHEs) to investigate how they helped teacher candidates acquire classroom management knowledge and skills. Their analyses reveal striking similarities with regard to participants' course content and assessments. There is considerable variation, though, in participants' use of research-based pedagogical practices in teaching classroom management. Most participants who use two or more research-based pedagogical practices place a strong emphasis on providing candidates with foundational knowledge about special education and/or addressing three or more inter-related classroom management topics in their work with candidates. In contrast, participants who use zero or one research-based pedagogical practices are more likely to rely on practical experience in teaching classroom management.

1.3.49 SHELTON, ALEXANDRA., ET AL.

An Exploration of Middle School Literacy Coaching: A Study of Teachers and Instructional Coaches

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(4), NOVEMBER 2023, 300-316p.

Secondary teachers benefit from ongoing coaching to support their implementation of evidence-based literacy practices across content areas. However, several factors may facilitate or impede literacy coaching at the secondary level. We conducted an exploratory survey study to investigate 141 middle school teachers' and 64 instructional coaches' experiences with and perceptions of literacy coaching. Both quantitative and qualitative analyses were used. Findings of the teacher survey revealed that, while most teachers had a literacy coach in their school, many did not receive coaching. In addition, many teachers identified the need for coaching related to providing literacy support to students with disabilities. Meanwhile, findings of the coach survey revealed that many instructional

coaches do not provide literacy coaching. However, most coaches reported needing support related to incorporating literacy practices into various content areas. Practical implications and areas for future research related to secondary literacy coaching are discussed.

1.3.50 HUGH, MARIA L., ET AL.

Educators' Perspectives on Training Mechanisms That Facilitate Evidence-Based Practice Use for Autistic Students in General Education Settings: A Mixed-Methods Analysis

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(3), AUGUST 2023, 317-334p.

Educators often feel ill-equipped to support autistic students in general education contexts, although research shows that inclusion in these settings can contribute to positive outcomes. Professional development (PD) in evidence-based practices (EBPs) for autistic students can address this need; however, it is essential to understand the mechanisms by which PD can improve educators' EBP use. Through an explanatory sequential mixed-methods design (QUAN→QUAL), the authors gathered quantitative (Phase 1) and qualitative (Phase 2) data from 86 educators (special educators, general educators, and paraeducators) serving autistic students in general education elementary school classrooms. Using survey data on educators' reported EBP training and use, the authors evaluated the effects of different training types (conference, in-service workshop, pre-service preparation, webinar, coaching/consultation) on educators' use of EBPs for autistic students. The authors explored educators' training experiences that facilitated their EBP use. The authors applied an established professional development framework to qualitative interview data to identify how key PD features (active learning, collective participation, content focus, cohesion, and sustained duration) have been accessed by educators and how they describe these as enabling their EBP use. Results demonstrate that pre-service training, in-service district or school-provided workshops, and coaching or consultation predicted EBP implementation. In addition, educators highlighted key PD features that facilitated EBP use, such as active learning. The authors discuss implications and guidance for incorporating these features within existing PD models to enhance EBP use for autistic students.

1.3.51 BUMBLE, JENNIFER L., ET AL.

Special Educator Knowledge and Perspectives About Inclusive Postsecondary Education Programs

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 46(3), AUGUST 2023, 335-353p.

Special education teachers play an integral role in preparing students with intellectual and developmental disabilities (IDD) for a successful transition to their desired postsecondary pathways. As more opportunities arise for students with IDD to attend inclusive postsecondary education (IPSE) programs, there is a growing need for special educators to be well-prepared to equip their students for college. We conducted a survey of 1,086 secondary special education teachers in three states to better understand their knowledge, expectations, and perspectives regarding postsecondary options for students with IDD. We also examined the educator- and school-level factors associated with students with IDD having postsecondary goals for college in their Individualized Education Program (IEP). We describe special educator preferences for learning about college options for their students with IDD and practical implications for special educators, teacher preparation programs, and IPSE programs.



NIEPID Indian Test of Intelligence

1.4 Medical Sciences

1.4.52 SAUER, KAROLINE S., ET AL.

Inhibitory Learning-Based Exposure Therapy for Patients With Pathological Health Anxiety: Results From a Single Case Series Study

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(4), NOVEMBER 2023, 610-634p.

Exposure to illness-related stimuli is a crucial component of CBT for pathological health anxiety. Modern exposure approaches focus on forming inhibitory associations and provide promising results. An implementation in the treatment of pathological health anxiety is still missing. The present single case series study investigated the applicability and effects of an inhibitory learning-based exposure approach (12 sessions) on health anxiety, safety behavior, and tolerance for aversive states in $n = 7$ outpatients (age: $M = 35.14$, $SD = 8.43$) with a DSM-5 Illness Anxiety Disorder or Somatic Symptom Disorder with predominant health worries in multilevel models. A high intervention satisfaction and little adverse effects were reported. A significant(ly) (steepened) reduction of health anxiety ($b = -0.10$, $p_{baseline} < .001$, $p_{pre-intervention} = .003$), and body checking behavior ($b = -0.14$, $p_{baseline/pre-intervention} < .001$), and a significant increase in distress tolerance ($b = 0.07$, $p_{baseline} = .02$, $p_{pre-intervention} = .004$), discomfort tolerance ($b = 0.11$, $p_{baseline/pre-intervention} < .001$), and insecurity tolerance ($b = 0.13$, $p_{baseline/pre-intervention} < .001$) were observed during the intervention in comparison to the baseline and pre-intervention phase. The present study provided first evidence that the principles of inhibitory learning can be effectively applied to the exposure-based treatment of pathological health anxiety.

1.4.53 THOM, ROBYN P., ET AL.

A Virtually Delivered Adapted Cognitive-Behavioral Therapy Group for Adults With Williams Syndrome and Anxiety

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(4), NOVEMBER 2023, 669-677p.

Anxiety disorders are among the most common and persistent neuropsychiatric comorbidities for individuals with Williams syndrome (WS), a genetic condition associated with mild-to-moderate intellectual disability (ID). Effective treatments for anxiety disorders in WS and adults with ID more broadly are limited. Cognitive-behavioral therapy (CBT) is a first-line treatment for anxiety in the general population, but there are no available CBT treatment manuals for anxiety in adults with ID. We describe initial results from a novel virtually delivered, group-based-adapted CBT for the treatment of generalized anxiety disorder in adults with WS. Clinical recommendations for using and adapting CBT for adults with ID are provided. Four adults with WS and comorbid generalized anxiety disorder participated in the group, and all four participants experienced a significant reduction in the clinician-rated anxiety rating scale. Three of the four were considered responders on the Clinical Global Impression-Improvement subscale (CGI-I). Our findings provide preliminary support for the feasibility, acceptability, and effectiveness of a virtually delivered, group-based CBT treatment for anxiety in adults with ID.

1.4.54 McCABE, LIAM H. & GEER, BRIAN D.

Evaluations of heart rate during functional analyses of destructive behavior

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 777-786p.

Previous research has examined the predictive validity of heart rate on destructive behavior; however, such research has yet to improve clinical practice or enhance our understanding of the relation between physiology and destructive behavior. The purpose of this study was to examine the predictive validity of heart rate on varying topographies and functions of destructive behavior while controlling antecedent and consequent events through functional analysis. We first demonstrated the reliability of the Polar H10 heart rate monitor and assessed the feasibility of its use in simulated functional analysis sessions. However, across four consecutively enrolled patients, heart rate was not found to be a reliable predictor of destructive behavior, regardless of its topography or function. Instead, functional reinforcer presence and absence was sufficient to predict socially reinforced destructive behavior. This study may provide a framework for the future assessment of other biological measures in relation to destructive behavior occurrence and nonoccurrence.

1.4.55 JIMENEZ, SEBASTIAN, ET AL.

The Performance Diagnostic Checklist—Human Services (1.1): An initial assessment of validity and reliability

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 56(4), FALL 2023, 884-897p.

The Performance Diagnostic Checklist—Human Services (PDC-HS) is an assessment used to identify variables contributing to staff performance concerns in human-service settings. In the current study, we introduce and assess the test validity, interrater reliability, and test-retest reliability of the PDC-HS (1.1), a revised version of the assessment that included revised instructions, questions, and intervention planning references. We measured the psychometric properties of the revised assessment by analyzing answers obtained from watching video vignettes of simulated interviews between consultants and a supervisor. Twenty-one participants watched the vignettes and completed the PDC-HS (1.1) based on the answers provided during the interview. We also included an item analysis to identify questions on which participants made errors and an intervention selection task to assess whether participants selected an appropriate intervention to target the indicated domain. The results support the use of the PDC-HS (1.1) in human services settings.

1.4.56 KUHN, JOCELYN, ET AL.

Parenting Stress, Child Social Functioning, and Part C Early Intervention in Predominantly Low-Income Families of Children With or at High Risk for Developmental Delay From Minoritized Racial and Ethnic Groups

JOURNAL OF EARLY INTERVENTION, VOL. 45(4), DECEMBER 2023, 467-487p.

In this study, the relationships between child social functioning, parenting stress, and Part C Early Intervention (EI) enrollment were examined in 227 ethnically and racially diverse, low-income families of 15- to 27-month-old children. All toddlers in the sample were identified with or at high risk for developmental delay via universal screening in primary care; 41.4% were enrolled in EI at the time of study data collection and 83.3% ultimately enrolled in EI before turning 3 years old. Generalized linear mixed model results indicated no direct relationship between EI enrollment and parenting stress, but a significant inverse association was found between child social functioning and parenting stress ($\beta = -0.61$, $p = .005$) that was moderated by EI enrollment ($p < .001$). This suggests potential benefits of timely referral and access to EI for families of children at risk of developmental delay in historically underserved communities. Furthermore, exploratory bivariate analyses indicated that

clinically elevated parenting stress related to higher worry about the child's development and higher M-CHAT-R/F scores; EI enrollment was related to parents not working outside the home, older age of both parent and child, and lower child social functioning level.

1.4.57 JESS, MARY-ANNE, ET AL.

Does pain duration and other variables measured at baseline predict re-referral of low back pain patients managed on an evidence-based pathway? A cohort study

PHYSIOTHERAPY, VOL. 120, DECEMBER 2023, 5-12p.

Objective: To explore the association between baseline pain duration and the likelihood of re-referral of patients with low back pain (LBP) managed on the evidence-based North East of England Regional Back Pain and Radicular Pain Pathway (NERBPP).

Study design: Longitudinal, observational cohort study.

Methods: In all, 12,509 adults with LBP were identified as having been discharged from the pathway, between May 2015 and December 2019. To quantify any association between baseline pain duration and the likelihood of re-referral, two statistical modelling approaches, were used: logistic regression models for odds ratios and generalised linear models with a binomial link function in order to quantify risk differences.

Results: Twenty-five percent of patients with LBP, who were discharged, re-referred for management over a 4.5-year period. A large difference in pain duration of 2 SD days was statistically associated with re-referral, with an odds ratio of 1.22 (95% CI: 1.03, 1.44) and a risk difference of 3.6% (95% CI: 0.6, 6.6). Nevertheless, the predictive value of an individual's pain duration was found to be weak for re-referral. Higher baseline disability [odds ratio of 1.40 (95% CI: 1.07, 1.83)] and a younger age at baseline [odds ratio of 0.73 (95% CI 0.61, 0.86)] were also associated with an increased risk of re-referral.

Conclusions: Baseline pain duration, disability and younger age are statistically associated with re-referral onto the NERBPP. However, the value of these variables for predicting an individual's risk of re-referral is weak.

1.4.58 THEODORSEN, NINA-MARGRETHE ET AL.

Effect of exercise on the inter-rectus distance in pregnant women with diastasis recti abdominis: an experimental longitudinal study

PHYSIOTHERAPY, VOL. 120, DECEMBER 2023, 13-20p.

Objective: To investigate the effect of acute contraction of the pelvic floor muscles (PFM) and abdominal exercises on the inter-rectus distance (IRD) compared to resting values, and differences between gestation weeks 27 and 37, in pregnant women with diastasis recti abdominis (DRA).

Design: Experimental longitudinal design.

Setting: Physiotherapy clinic, primary health care.

Participants: Thirty-eight pregnant women with DRA ≥ 2.8 cm.

Interventions: Two-dimensional ultrasound images of IRD 2 cm above and below the umbilicus were taken at rest and during PFM and abdominal exercises at gestation week 27 and 37. Repeated measures analyses of variance (ANOVAs) with post hoc tests was performed for each exercise for both locations and timepoints.

Main outcome measures: Change in IRD.

Results: There was a mean increase of the IRD from rest during a PFM contraction (2 mm, 95% CI: 2, 3), drawing-in (4 mm, 95% CI: 3, 5) and a combination of these (5 mm, 95% CI: 4, 6) There was a mean decrease of the IRD from rest during the headlift (-3 mm, 95% CI: -4 ,

–2), the curl-up (–3 mm, 95% CI: –4, –2) and the diagonal curl up (–4 mm, 95% CI: –5, –3). Effect of time from gestation week 27–37 was a mean increase of 8 mm (95% CI: 6, 9).

Conclusion: Pelvic floor and drawing-in exercise increased the IRD, whilst headlift, curl up and diagonal curl up decreased the IRD in pregnant women with DRA at gestation week 27 and 37.

1.4.59 HAMZEH, HAYAT, ET AL.

Outcomes of physiotherapy for people living with bronchiectasis: qualitative study to inform development of a core outcome set

PHYSIOTHERAPY, VOL. 120, DECEMBER 2023, 37-45p.

Introduction: Evidence of the effectiveness of physiotherapy for bronchiectasis is inconsistent, partly due to variation in the selection and reporting of outcomes in clinical trials. This qualitative study is a component of the development of a core outcome set (COS). The COS will identify a minimum group of outcomes for use in clinical trials of physiotherapy considering the views of researchers, patients, and clinicians.

Objectives: To identify outcomes for use in physiotherapy research that are important to patients and physiotherapists and to explain their significance.

Methods: Semi-structured interviews were conducted with adult patients with bronchiectasis who received physiotherapy, in addition to physiotherapists clinically involved in bronchiectasis care. Interviews were audio recorded and transcribed verbatim. Thematic analysis was used to identify, classify, and explain the significance of outcomes. Outcomes were mapped into the list created from literature review and classified into domains.

Results: We interviewed 18 participants from four countries covering a range of experiences in different settings. Seventy outcomes were identified and grouped into 15 domains. Thirty-three outcomes were not previously reported in the literature. Thematic analysis revealed exacerbations, quality of life, use of healthcare resources, patient-reported symptoms, physical functioning, and sputum as the prominent themes reported by both patients and physiotherapists.

Conclusions: This qualitative study highlighted the importance of considering stakeholder perspectives when planning research trials. Outcomes identified will be used to inform the next phase of COS development.

1.4.60 BRAZENDALE, KEITH, ET AL.

Comparing weight-related behaviors of young children with autism spectrum disorder during summer versus school months: Preliminary evidence

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.108, OCTOBER 2023, 1-14p.

Background: Summer is an emerging area of concern for accelerated weight gain in children. Little is known about weight-related behaviors of children with Autism Spectrum Disorder (ASD) during summer.

Aims: To compare weight-related behaviors of children with ASD during summer versus school months.

Methods and procedures: Caregivers of children (mean age 5.7 years, ± 1.8 years) with ASD participated in a within-person observational study and reported daily estimates of bed/wake times, daily food and beverage consumption, and screen time at home for 14 days during both school and summer months.

Outcomes and results: Caregivers reported their child (N = 14; 100 % ASD diagnosis, 71 %

boys) engaged in an additional +42 min of daily screen time at home (95 % CI: 22.1, 62.5), an additional +11 min of screen time after 8:00PM (95 %CI: 4.4, 17.1), went to bed ~ 30 min later and woke up ~ 50 min later on summer days compared to school month days.

Conclusions and implications: Initial evidence suggests young children with ASD had higher amounts of daily screen time and later bed/wake time during summer compared to school. Further research in large diverse samples is warranted to help inform intervention design and delivery in this population.

1.4.61 DiCRISCI, A. S., ET AL.

Assessment of autonomic symptom scales in patients with neurodevelopmental diagnoses using electronic health record data

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.106, AUGUST 2023, 1-11p.

Background: Sleep disturbances, gastrointestinal problems, and atypical heart rate are commonly observed in patients with autism spectrum disorder (ASD) and may relate to underlying function of the autonomic nervous system (ANS). The overall objective of the current study was to quantitatively characterize features of ANS function using symptom scales and available electronic health record (EHR) data in a clinically and genetically characterized pediatric cohort.

Methods: We assessed features of ANS function via chart review of patient records adapted from items drawn from a clinical research questionnaire of autonomic symptoms. This procedure coded for the presence and/or absence of targeted symptoms and was completed in 3 groups of patients, including patients with a clinical neurodevelopmental diagnosis and identified genetic etiology (NPD, n = 244), those with an ASD diagnosis with no known genetic cause (ASD, n = 159), and age and sex matched controls (MC, n = 213). Symptoms were assessed across four main categories: (1) Mood, Behavior, and Emotion; (2) Secretomotor, Sensory Integration; (3) Urinary, Gastrointestinal, and Digestion; and (4) Circulation, Thermoregulation, Circadian function, and Sleep/Wake cycles.

Results: Chart review scores indicate an increased rate of autonomic symptoms across all four sections in our NPD group as compared to scores with ASD and/or MC. Additionally, we note several significant relationships between individual differences in autonomic symptoms and quantitative ASD traits.

Conclusion: These results highlight EHR review as a potentially useful method for quantifying variance in symptoms adapted from a questionnaire or survey. Further, using this method indicates that autonomic features are more prevalent in children with genetic disorders conferring risk for ASD and other neurodevelopmental diagnoses.

1.4.62 JIANG, WENHAO, ET AL.

Network analysis of psychosomatic symptoms in pharmacists during the pandemic

PSYCHOLOGICAL ASSESSMENT, VOL.35(11), NOVEMBER 2023, 949-958p.

We explored the networks and discriminant abilities of the current Psychosomatic Symptoms Scale (PSSS) in pharmacists for future abbreviation. Ten thousand seven hundred twenty-one pharmacists participated in this study through an online investigation. We used network analysis to reveal the central and bridge symptoms between the subscales (psychological and somatic symptoms) of the PSSS. Then, we utilized item response theory (IRT) to identify discriminant abilities of the current 26-item of PSSS. Over twenty percent of the pharmacists were troubled with significant psychosomatic issues during the pandemic. Risk factors included age, lack of support, and impaired general health conditions. The network analysis

revealed that “Irritability” was central to the psychological subscale and “Fatigue” was central to the somatic subscale. “Irritability–Fatigue,” “Fatigue–Obsession,” and “Self-injury idea–Perineum discomfort” was bridging between the somatic and psychological subscales. IRT found that “Anhedonia,” “Depression,” “Tightness,” “Palpitations,” and “Difficulty breathing” were highly discriminated. A future version of PSSS could be abbreviated according to the highlighted items, and they should also be emphasized in future psychosomatic research and targets for intervention.

1.4.63 JANSSEN, TIM, ET AL.

The Epidemic–Pandemic Impacts Inventory (EPII): A multisample study examining pandemic-related experiences and their relation to mental health

PSYCHOLOGICAL ASSESSMENT, VOL.35(11), NOVEMBER 2023, 1019-1029p.

The Epidemic–Pandemic Impacts Inventory (EPII) was developed to assess pandemic-related adverse and positive experiences across several key domains, including work/employment, home life, isolation, and quarantine. Several studies have associated EPII-assessed pandemic-related experiences with a wide range of psychosocial factors, most commonly depressive and anxiety symptoms. The present study investigated the degree to which specific types of COVID-19 pandemic-related experiences may be associated with anxiety and depression risk, capitalizing on two large, independent samples with marked differences in sociodemographic characteristics. The present study utilized two adult samples: participants ($N = 635$) recruited online over a 4-week period in early 2020 (Sample 1) and participants ($N = 908$) recruited from the student body of a large Northeastern public university (Sample 2). We employed a cross-validated, least absolute shrinkage and selection operator (LASSO) regression approach, as well as a random forest (RF) machine learning algorithm, to investigate classification accuracy of anxiety/depression risk using the pandemic-related experiences from the EPII. The LASSO approach isolated eight items within each sample. Two items from the work/employment and emotional/physical health domains overlapped across samples. The RF approach identified similar items across samples. Both methods yielded acceptable cross-classification accuracy. Applying two analytic approaches on data from two large, sociodemographically unique samples, we identified a subset of sample-specific and nonspecific pandemic-related experiences from the EPII that are most predictive of concurrent depression/anxiety risk. Findings may help to focus on key experiences during future public health disasters that convey greater risk for depression and anxiety symptoms.

1.4.64 BRICKELL, TRACEY A., ET AL.

Longitudinal health-related quality of life in military caregivers no longer providing care.

REHABILITATION PSYCHOLOGY, VOL.68(4), NOVEMBER 2023, 396-406p.

Purpose/Objective: To examine health-related quality of life (HRQOL) in caregivers when providing care and no longer providing care to service members/veterans with traumatic brain injury. **Research Method/Design:** Participants included 466 caregivers enrolled in a 15-year longitudinal study. During an annual follow-up evaluation, a subsample of caregivers self-identified as no longer providing care and were retained in the study as a No Longer Caregiving group ($n = 48$). Scores on HRQOL measures when providing care (baseline) and no longer providing care (follow-up) were examined. Scores on HRQOL measures were also compared with the remaining 418 caregivers (Caregiving group). **Results:** The most frequent reasons for no longer caregiving were no longer being in a relationship with the SMV and the SMV had recovered/no longer required care. The No Longer Caregiving group at follow-up

reported better scores on five measures compared to baseline, and three measures compared to the Caregiving group. There were no differences in the proportion of clinically elevated scores on HRQOL measures for the No Longer Caregiving group between baseline and follow-up. Compared to the Caregiving group, the No Longer Caregiving group reported a higher prevalence of clinical elevated scores on General Life Satisfaction at baseline and follow-up, and worse scores on Caregiving Relationship Satisfaction and the Couples Satisfaction Index at baseline. Conclusions/Implications: While some improvement in HRQOL was noted when caregivers were no longer providing care, many continued to report elevated scores. Services and supports are required for caregivers when providing care, but also when transitioning out of a caregiving role.

1.4.65 BARRIOS, TED A., ET AL.

Feasibility and acceptability of a remote, hands-free cognitive battery for adults with traumatic spinal cord injury.

REHABILITATION PSYCHOLOGY, VOL.68(4), NOVEMBER 2023, 407-418p.

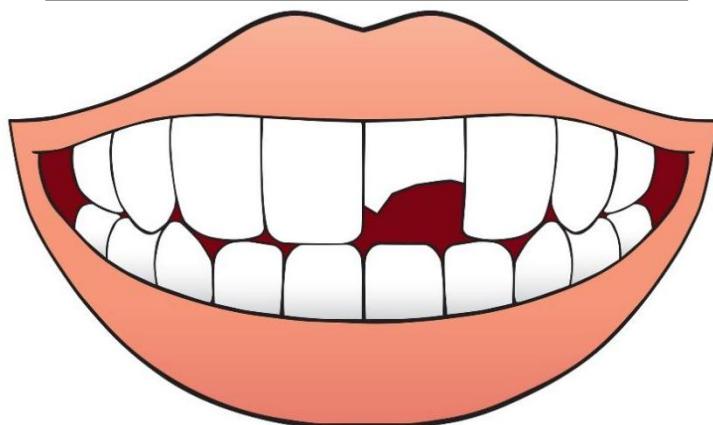
Purpose/Objective: To evaluate the acceptability and feasibility of testing the cognitive abilities of adults with traumatic spinal cord injury (TSCI) via teleconference. Research Design: Data were collected prospectively at two study sites from 75 adults living with TSCI. Participants completed a series of self-report measures via an online survey platform, in addition to a brief battery of cognitive testing administered via audio-video teleconference. Modifications were made to select measures to allow for hands-free administration of all tasks. Results: Feasibility was demonstrated by a 97.4% completion rate among the 77 participants who began the cognitive testing and approximately normal distributions for nearly all cognitive testing variables examined. No ceiling or floor effects were observed across cognitive testing variables. Review of acceptability ratings indicated that participants found this approach to cognitive testing to be highly acceptable. Conclusion/Implications: Our findings provide evidence for the feasibility and acceptability of administering cognitive testing via teleconference to adults living with TSCI.

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

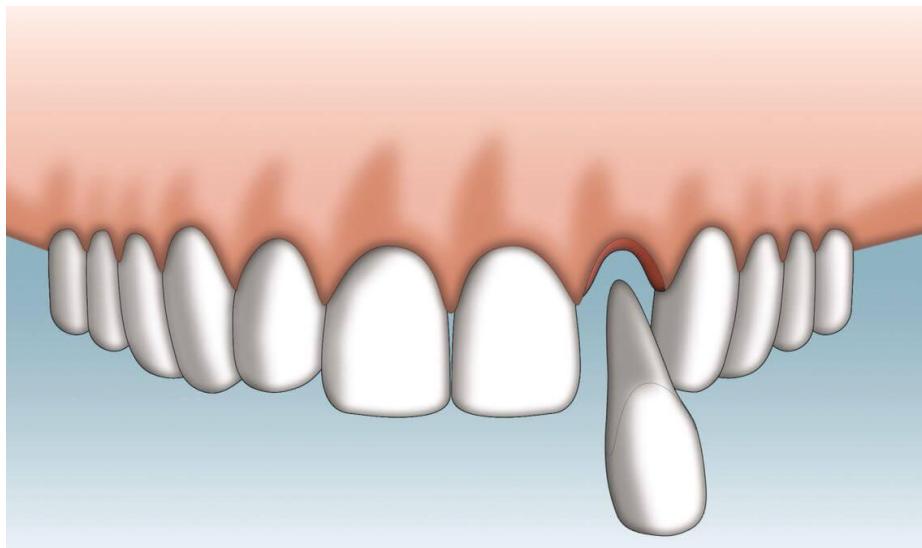
BEFORE:



AFTER:

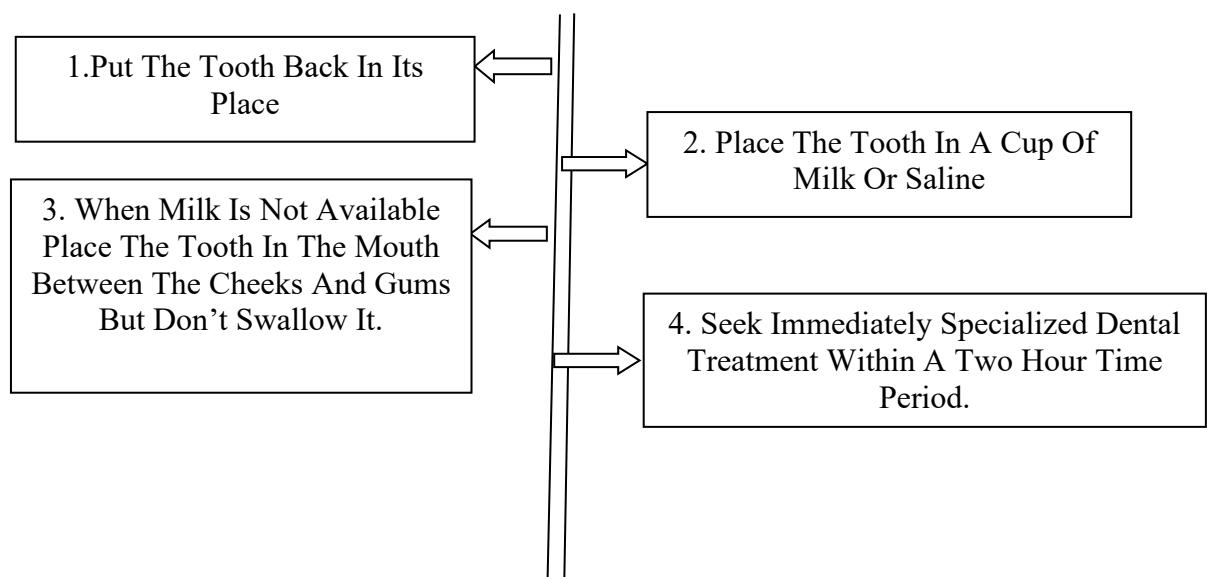


WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



- ✓ 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

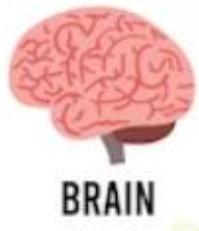


DR. NEETA NILAMWAR (MDS)
ASSISTANT PROFESSOR (NIEPID)

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.

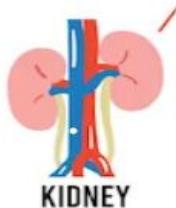


THE BRAIN - Your memory may suffer due to oral bacteria. Oral bacteria may spread to the brain and contribute to the type of degeneration linked to Alzheimer's Disease (Short Term Memory Loss).

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.

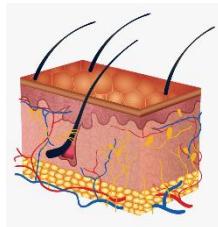


THE HEART – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

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 underlaying 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

1.5.66 KAMONISITICHAI, WANSIYA & GOLDSTEIN, HOWARD

Speech-language pathologists' perceptions of augmentative and alternative communication in Thailand

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(4), DECEMBER 2023, 230-240p.

Augmentative and alternative communication (AAC) systems are not well-known and broadly used in Thailand. To begin introducing AAC systems and interventions to children with complex communication needs in Thailand, understanding speech-language pathologists' (SLPs) perceptions toward various AAC systems is an important first step. This study assessed SLPs' perceptions of three AAC modalities: gestural communication, communication boards, and iPadFootnote1-based speech-output technologies. A total of 78 SLPs watched three video vignettes of a child using each mode and rated their impressions of intelligibility, ease of learnability and use, effectiveness, and preference. Then they were asked to rate factors on visual analog scales that provided additional insights into their rationales and their preferences for AAC modalities for nonverbal clients and for themselves if they were nonverbal. The results indicated that most of the SLPs rated iPad-based speech-output technologies as being the more intelligible, effective, and preferred mode of communication. Gestural communication was rated as the easiest mode to learn and use for a child with complex communication needs. Despite infrequent use of iPad-based speech-output technologies in Thailand, SLPs' ratings indicated high social acceptance of this modality for promoting communication abilities of children with complex communication needs. Results also revealed some biases and lack of knowledge about AAC systems in Thailand.

1.5.67 SIGAFOOS, JEFF, ET AL.

Updated systematic-narrative review on communication intervention in Rett Syndrome: 2010–2022

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(4), DECEMBER 2023, 241-255p.

Due to loss of spoken language and resulting complex communication needs, people with Rett syndrome are obvious candidates for communication intervention. To advance evidence-based practice and guide future research efforts, we identified and summarized 16 communication intervention studies published since a previous 2009 review on this topic. Studies were summarized in terms of (a) participants, (b) dependent variables related to communication, (c) intervention characteristics, (d) outcomes, and (e) certainty of evidence. Across the 16 studies, intervention was provided to a total of 100 participants from 3 to 47 years of age. Half of the studies used systematic instruction to teach aided AAC. Other interventions and associated technologies included music therapy, eye tracking technology, and transcranial stimulation. Positive outcomes (e.g., using AAC devices to make requests and/or initiate social-communication interactions) were reported in 13 of the studies. These 16 new studies provide additional guidance on how to enhance the communicative functioning of people with Rett syndrome. Future research directions are highlighted.

1.5.68 THISTLE, JENNIFER, ET AL.

"I don't think you can really understand it until you put it to action": school-based SLPs'

reflections on graduate and continuing education in AAC
AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(4), DECEMBER 2023, 270-281p.

Graduate programs have made strides to improve augmentative and alternative communication (AAC) learning opportunities for pre-service speech-language pathologists (SLPs). In addition, a number of continuing education opportunities are available to practicing SLPs; however, many still report feeling underprepared to serve clients with AAC needs. The purpose of this study was to describe school-based SLPs' perspectives regarding their graduate training, on-the-job experience, and ongoing professional development needs related to AAC. Semi-structured interviews were completed with 17 school-based SLPs. Interviews were recorded and transcribed verbatim. Using a phenomenological approach, key themes emerged related to AAC knowledge and skills including a need for SLPs to rely on a framework for decision making, the importance of interprofessional training, and difficulties with staying abreast of new technology. The researchers present recommendations of principles and concepts for instructors to include in graduate AAC courses, as well as professional development considerations.

1.5.69 NORDLUND, HANNA & FALDT, ANNA

“They aren’t waiting for an SLP, they think ‘what can I as a parent do now?’” course leaders’ perceptions of AAC interventions targeting parents

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(4), DECEMBER 2023, 282-292p.

Parental interventions can help parents use strategies to support their child’s language and communication development. The ComAlong courses are parental interventions that focus on responsive communication, enhanced milieu teaching, and augmentative and alternative communication. This interview study aimed to investigate the course leaders’ perceptions of the three ComAlong courses, ComAlong Habilitation, ComAlong Developmental Language Disorder, and ComAlong Toddler, and to evaluate their experiences of the implementation of the courses. Qualitative content analysis was used to analyze the interview data. Thereafter, three categories resulted from the findings: Impact on the Family, A Great Course Concept, and Accessibility of the Courses. The results indicate that participants perceived that the courses had positive effects on both parents and themselves. Furthermore, it was described that parents gained knowledge about communication and strategies in how to develop their child’s communication; however, the courses were not accessible to all parents. The collaboration between the parents and course leaders improved, and course leaders viewed the courses as an important part of their work. The following factors had an impact on the implementation: several course leaders in the same workplace, support from colleagues and management, and recruitment of parents to the courses.

1.5.70 SOTO, GLORIA, ET AL.

Relationship between lexicon and grammar in children and youth who use augmentative and alternative communication

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(4), DECEMBER 2023, 293-301p.

The present study investigated the relationship between lexicon and grammar in individuals who use graphic symbol-based aided augmentative and alternative communication (AAC). Data came from 60 transcripts of generalization sessions that were part of two previous

intervention studies, aimed at improving the expressive vocabulary and grammar of 12 children and youth who used graphic symbol-based AAC. The specific aims of the current study were to (a) describe vocabulary composition across different levels of expressive vocabulary and (b) analyze the relationship between global measures of expressive vocabulary and the use of grammar in individuals who use aided AAC. A series of multiple linear mixed effect regression analyses showed a positive predictive association between overall vocabulary size and the use of closed-class words, and a positive relationship between the use of verbs and the use of closed-class words. Additionally, the use of verbs had a significant positive association with the use of inflectional morphology, while the use of nouns did not. Theoretical and practical implications of these findings are discussed.

1.5.71 LEE, YURAN & Ha, SEUNGHEE

Parental verbal responsiveness to infant vocalizations from 9 to 14 months of age

INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 1-13p.

Parental communication styles and language usage may undergo changes during the course of child development, exhibiting variations across language backgrounds and cultures. This study aimed to explore how infant-parent interactions within Korean-speaking environments evolve over time through meticulous coding of day-long home audio recordings. The study examined whether the ratio and types of parental verbal responses vary based on infants' age and vocalization types. A total of 16 infants and their parents participated in all-day home recordings using the Language Environment Analysis (LENA) system. The recordings were conducted in two rounds per family when the infants were aged 9–11 months and 12–14 months, with a three-month gap between each round. The frequency and types of infant vocalizations were analyzed and the contingency and types of parental verbal responsiveness were determined based on semantic and phonetic connection, as well as temporal appropriateness. The results showed that parents did not verbally respond to approximately 50 % of the infant vocalizations in the natural home environment. However, parents' lack of verbal responses decreased significantly, and their contingent responses increased significantly with infant age. Parents were also not selectively responsive to infants' canonical vocalizations over non-canonical vocalizations. Nevertheless, parents demonstrated a higher frequency of responses that were not only linguistically meaningful but also socially appropriate and contextually relevant to infants' vocalizations as infants developed, which may play a significant role in scaffolding speech and language development.

1.5.72 GANC, MALGORZATA ET AL,

Developmental outcomes of deaf preschool-aged children with cochlear implants

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(7), NOVEMBER 2023, 1340-1354p.

In research on the psychological development of deaf and hard-of-hearing (DHH) children, there is a wealth of studies focused on aspects such as speech and language, communication, and social-emotional development, but some other spheres have been disregarded. This study looks more generally at the developmental outcomes of DHH children who use cochlear implants (CIs). The participants were one group of DHH children 3 and 4 years old who used a CI and another age-matched control group with normal hearing and typical development (the TD group). The Psychomotor Development Evaluation Cards were used to evaluate the groups. Additionally, information about deafness, the CI, and health of the child and mother was obtained from medical records. For 3-year-olds, DHH children had lower scores than TD

children in motor development, communication and speech, behavioural development, and knowledge and learning. However, 4-year-old DHH children had lower scores than TD children only in the social-emotional domain. In the 4-year-olds, positive correlations were also found between speech and communication development and knowledge and learning. Our results show that it is essential to offer early holistic support to DHH children who use a CI in terms of their global development, including social-emotional development.

1.5.73 ZHAO, ZIGANG

Effects of Visual Impairment on Sensory Integration and New Opportunities for Inclusive E-Learning Managing

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(7), NOVEMBER 2023, 1355-1369p.

This study aims to investigate the connection between the degree of visual impairment and educational task performance and management in the e-learning environment with an emphasis on writing and visual recognition disorders. The study was conducted in 2019 in Beijing city, Anhui province, Jiangsu province, Guizhou province, Zhejiang province (China) among 125 students of online English courses. The age of participants corresponded to the sixth grade (9.0 ± 2.5 years). The e-learning course included three 10-lessons blocks, after which students underwent individual online training with the integrated application of the Gottschaldt's, Poppelreuter-Ghent's, and Raven's tests. The level of visual impairment inversely depends on the tasks' accomplishment – the more severe the vision loss, the worse the learning outcomes. Pearson's correlation coefficients between the educational performance and mild visual impairment were 0.79 (Gottschaldt's Hidden Figure test), 0.81 (Raven's Progressive Matrices test), and 0.83 (Poppelreuter-Ghent's Overlapping Figures test).

1.5.74 RUFSVOLD, RONDA, ET AL.

Parents' Perspectives of Center-Based Early Intervention Services for Deaf/Hard of Hearing Children

JOURNAL OF EARLY INTERVENTION, VOL. 45(4), DECEMBER 2023, 488-504p.

Parents of children who are newly identified as deaf or hard of hearing (DHH) face many decisions surrounding communication and intervention, including where to receive early intervention (EI) services. This study explored the experiences and perspectives of parents of DHH children enrolled in a center-based, family-centered EI program focused on developing listening and spoken language in California. Seventeen families participated in biannual focus groups following a semi-structured interview protocol that focused on parental decision-making and experiences receiving center-based services. Qualitative thematic analysis was used to code transcripts of the focus groups. The data coalesced around three main themes: (a) a variety of influences on technology and communication decisions, (b) the value of center-based services, and (c) a sense of empowerment and drive for advocacy. Caregivers particularly valued connections to other families of DHH children and the expertise of center-based EI providers as they navigated the first few years following identification.

1.5.75 SUN, TIANTIAN, ET AL.

Response Time of Young Children With Complex Communication Needs Following a Communication Opportunity

COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 90(1), APRIL 2023, 27-42p.

Children with complex communication needs (CCN) who use augmentative and alternative communication (AAC) often need more time to process and respond when communicating with others. This study employed a survival analysis approach exploring child response-time patterns following different communication opportunities for young children with CCN who use AAC. The results showed a median of 1.87 s response time with significant individual variability. Children took less time to communicate following a choice or a question than following a comment. AAC modeling was also associated with shorter response times. Additionally, the more opportunities that occurred without a child response, the longer child response time tended to be. Our findings suggest that if the child does not make a response attempt, instead of repeating communication opportunities, communication partners should consistently wait and use questions and choices along with modeling to increase child communication.

1.6 General

1.6.76 McCARTY, TARA V. & LIGHT, JANICE C.

“It’s like a guessing game all the time”: parent insights on barriers, supports, and priorities for children with cortical visual impairment and complex communication needs

AUGMENTATIVE ALTERNATIVE COMMUNICATION, VOL. 39(4), DECEMBER 2023, 256-269p.

Parents of children with both cortical visual impairment (CVI) and complex communication needs offer unique perspectives on their children’s journeys to receiving proper diagnoses, supports, and interventions, such as augmentative and alternative communication (AAC). This study explored the lived experiences, supports, and barriers identified by parents through a qualitative phenomenological approach. Nine parents of children with both CVI and complex communication needs were interviewed virtually. Results indicated five themes descriptive of the parents’ experiences: Challenges Piecing Together a CVI Diagnosis; Dealing with Low Expectations of Others; Parents Empowered to Take Action; Guessing Game to Determine Appropriate AAC to Accommodate CVI; and Aligning Professional Practice with Parent Priorities. Whereas some of these themes echoed the experiences of parents of children with complex communication needs (such as those with cerebral palsy) who were not specifically diagnosed with CVI, other themes were unique to this set of parents including the uncertainty of AAC design and intervention given the challenges of CVI and the necessity of more than one way for children to communicate given their visual challenges. This study highlighted the dire need for continued investigation to determine effective AAC interventions for individuals with CVI.

1.6.77 PAPINI, SANTIAGO., ET AL.

Targeting Anxiety Sensitivity With Evidence-Based Psychoeducation: A Randomized Waitlist-Controlled Trial of a Brief Standalone Digital Intervention

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.30(4), NOVEMBER 2023, 678-691p.

Anxiety sensitivity, or the fear of anxiety, represents an important transdiagnostic target in the prevention and treatment of anxiety disorders, which typically emerge between childhood and early adulthood. Recent work demonstrated that single-session digital psychoeducation interventions delivered on computers in a lab setting can effectively reduce anxiety sensitivity. This evidence suggests that digital psychoeducation interventions have potential as a scalable and cost-effective approach to targeting anxiety sensitivity in emerging adults. Toward this aim, we developed the Anxiety Insight Modules (AIM), which promote insights about the function of anxiety, the activating role of thoughts, the harmless nature of sensations that often co-occur with anxiety, and the negative impact of trying to avoid anxiety. To facilitate a more accurate estimate of the potential for scalability, participants tested AIM on their personal devices at their preferred schedule and pace without the involvement of clinicians or staff. Undergraduate students with high levels of anxiety sensitivity ($N = 159$) were randomized to gain immediate access to AIM ($n = 77$) or to a waitlist control that gained access to AIM after the 2-week follow-up assessment ($n = 82$). All of the participants who gained immediate access to AIM, as well as 91.67% of participants in the waitlist who participated in the follow-up, completed the full set of modules, suggesting high levels of engagement. Immediate access to AIM had a medium-to-large effect on anxiety sensitivity in a 2-week follow-up comparison with waitlist control ($d = 0.57-0.76$). Participants that

completed AIM showed acute reductions in anxiety sensitivity. Given this preliminary evidence of its effectiveness, further research is warranted to determine the factors that moderate and mediate AIM's impact on anxiety sensitivity in order to optimize its delivery and facilitate scalability.

1.6.78 RIDGELY, NATALIE C.

Adaptation of the PEERS for Young Adults Social Skills Curriculum for College Students With Autism Spectrum Disorder

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 38(4), DECEMBER 2023, 234-244p.

Young adults with autism spectrum disorder (ASD) experience a variety of unique challenges that may be compounded for individuals pursuing postsecondary education. Particular difficulties identified for college students with ASD include variability in social skills, social isolation, and reduced access to appropriate support and services. Research on effective interventions supporting college students with ASD is considerably lacking. This pilot study sought to address this area of need by modifying the Program for the Education and Enrichment of Relational Skills (PEERS) for Young Adults, a social skills training program for young adults with autism, for use on a college campus. Following the intervention, participants showed improvements in areas of social functioning that are particularly important for college students with ASD, including overall social functioning, social awareness, social motivation, social cognition, and knowledge of social skills. This study is an important step toward the development of effective interventions that address social competence specifically for young adults with autism in postsecondary educational environments.

1.6.79 DOENNECKE, NADINE, ET AL.

Cross-cultural measurement invariance of a developmental assessment tool in a small-scale intervention study

INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 1-13p.

Development tests are widely used in the scope of cross-cultural and comparative research to support intervention studies and health care projects concerning early childhood development. Therefore, it is crucial to use culturally sensitive assessment tools. A culturally adapted version of the German development test FREDI 0–3 (Maehler, Cartschau, & Rohleder, 2016) was used to assess a German ($n = 405$) and an Indian ($n = 2075$) sample of children between ten and thirty-two months. Measurement invariance indicates psychometric equivalence of a construct across groups and is a prerequisite for test applications in a cross-cultural setting. Confirmatory factor analyses for single cohorts per age group and multi-group measurement invariance analyses were used to examine the data equivalence of the test across groups. Weak measurement invariance could be established across both groups in all four age groups (10–14; 15–21; 22–26; 27–32 months) suggesting that the development factor was measured in the same way in both groups and accounted similarly for performance differences in the developmental subdomains for the German and the Indian sample. However, scalar and strict measurement invariance were violated in almost all group comparisons suggesting differences in scale difficulty and reliability across the German and the Indian sample. This suggests that a culture-sensitive adaptation process like it was carried out within this project is necessary but not sufficient in order to create a culturally comparable development test. It

is essential to always carry out measurement invariance testing to determine the psychometric equivalence of the test and additionally reduce linguistic and cultural bias through an adaption process based on empirical proven methodological principles.

1.6.80 BALLAROTTO G. ET AL.

Parental sensitivity to toddler's need for autonomy: An empirical study on mother-toddler and father-toddler interactions during feeding and play

INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 1-12p.

During the second year of life, children's need for autonomy grows, and their behaviors become increasingly complex. Parental sensitivity to children's different cues is important in supporting adaptive psycho-emotional development. The present study assumes that mothers and fathers may respond with varying levels of sensitivity to the child's different cues, with particular attention to requests for greater autonomy. The study also examines the possible role played by interactive contexts (ie., play and feeding) and children's and parents' individual factors. The sample comprised N = 91 families with children aged between 12 and 24 months. Mother-toddler and father-toddler interactions were assessed during feeding and play. Parents completed questionnaires assessing children's temperament, psychopathological risk, and parenting stress.

Results: showed that toddlers' demands for autonomy were the most frequent cues in both play and feeding contexts, both with mothers and fathers. Furthermore, parents were more sensitive to toddlers' requests for cooperation than their requests for autonomy, in both interactive contexts. Moreover, mothers and fathers showed higher sensitivity to toddlers' demands for greater autonomy in the play context rather than in the feeding context. Mothers were more sensitive than fathers to toddlers' cues of resistance to parents' actions and to toddlers' requests for cooperation. Results showed differences and specificities in mother-toddler and father-toddler interactions in the two interactive contexts, showing associations between child negative emotionality, parental psychopathological risk and parenting stress, and maternal and paternal sensitivity to toddlers' demands for greater autonomy during play and feeding, respectively. These results confirm the initial hypotheses regarding parental sensitivity and its differential expression according to child cues. Implications are discussed.

1.6.81 VANDESANDE, SIEN, ET AL.

A Tailored Approach to Supporting Parent-Child Attachment in Families with Children with Severe Disabilities: Matching Interventions to Needs

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 70(6), MARCH 2023, 1370-1391p.

Parents of children with severe disabilities have differing attachment-related support needs. An online vignette study with 25 experts, working in academia and/or clinical practice, was conducted to reflect upon the task of matching intervention components to families, based on their attachment strengths and needs. In two online rounds, the experts first completed an inventory of intervention (n = 25) components and second, they prioritised three components for particular families (n = 22). In addition, they reflected upon their argumentations for selecting these intervention components on different levels, either closely or more remotely connected to the children with disabilities themselves. The most common intervention choice across experts was to converse with parents to increase their understanding in the child's behaviours and communication. Experts justified their choices at various levels (child, parent, family unit, broader environment and professional). In that way, the current study provided an overview of the large number of elements that professionals and policy need to take into account when providing tailored intervention trajectories to these families. Systematically reflecting upon parents' attachment-related perceptions, strengths and (support) needs can furthermore stimulate professionals to prioritise their actions. It should, however, be

embedded in a broader (diagnostic and contextual) intake procedure.

1.6.82 McCARTHY, TESSA, ET AL.

Speed and Accuracy Measures of School-Age Readers With Visual Impairments Using a Refreshable Braille Display

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 423-433p.

This study provides information on the use of a refreshable braille display in relation to reading speeds and accuracy for students with visual impairments. The characteristics and variables which were statistically significant predictors of reading speed were explored. Forty-nine students in grades 1–9 participated with their teachers of students with visual impairments. In this 16-week study participants used the Reading Adventure Time! app to complete a pretest, intervention, and eight progress monitoring checks. Using descriptive statistics, correlation, and multiple regression analyses the researchers found silent reading speeds averaged 16.80 WPM at grades 1–2, 46.43 WPM at grades 3–4, 46.12 WPM at grades 5–6, and 50.51 WPM at grades 7–9. Oral reading speeds averaged 18.37 WPM at grades 1–2, 49.05 WPM at grades 3–4, 45.62 WPM at grades 5–6, and 45.82 WPM at grades 7–9. On average, there were few miscues for participants at all grade levels. Statistically significant predictors of reading speed included the number of braille cells on the refreshable braille display, the proportion of students receiving free and reduced lunch recipients, time spent in literacy instruction with the general education teacher, and whether the student was a dual braille and print reader. Reading speeds were comparable to those found in studies which examined reading paper-based formats. The most common statistically significant predictor of reading speed was the number of cells on the refreshable braille display. Wise decisions about the types of refreshable displays used can potentially make a difference in students' reading speeds.

1.6.83 DA FONTE, ALEXANDRA M., ET AL.

An App Evaluation System for All Stakeholders: A Pilot Study

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 515-526p.

Mobile technologies, including apps, have become increasingly popular, and are being used to support daily activities among a variety of individuals. While the use of mobile technologies will not eliminate barriers often faced by individuals with disabilities, these systems have the potential to help minimize some of these barriers. As the popularity of apps is increasing, the purpose of this study was to evaluate the reliability, internal consistency, and social validity among novice raters on two app evaluation rating scales. A total of 17 adults, with and without identified disabilities, evaluated apps using two team-designed app rating scales. Overall, findings indicated that the ratings completed during the pilot phase by the research team were more reliable than those completed by novice raters during the testing phase; that the dimension of individualization was the most reliable among team raters and novice participants without disabilities; and that the highest level of inconsistency in the reliability was among novice participants with disabilities. Practical implications, limitations, and future research directions are discussed. 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.

1.6.84 ANDERSON, KIERA & MARINO, MATTHEW T.

Using Technology as a Compensatory Technique for Executive Function Skill Deficits During the Coaching Process

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 38(4), DECEMBER 2023, 539-546p.

Enrollment rates of students with disabilities (SWD) in postsecondary education continue to rise, yet SWD continue to face challenges with persistence toward degree completion. Executive function deficits (e.g., difficulty concentrating, managing time, problem solving, or planning) often impact academic, social, and occupational function. Academic and social adjustment to the complexity of life beyond students' homes can be stressful, further exacerbating difficulties with executive function skills necessary for postsecondary success. Coaching can assist young adults during postsecondary education to enhance executive function skills and has the potential to reduce stress and anxiety. Coaching is a collaborative, client-centered process designed to elicit client identification of goal areas, increase self-awareness, and problem-solving solutions. This practitioner article explores executive function skills, coaching, and how technology can be used within the coaching process to support executive function deficits for students in the postsecondary environment.

1.6.85 ALEXANDER, STACEY LYNENE, ET AL.

Improving Attachment Security in Early Childhood Intervention: A Framework From Constructivist Grounded Theory

JOURNAL OF EARLY INTERVENTION, VOL. 45(4), DECEMBER 2023, 408-429p.

This study explored how early childhood intervention (ECI) professionals could support the development of secure attachment in children with developmental delay or disability (DD) within the context of ECI in Australia. Secure parent-child attachment is conducive to the aims of ECI to enhance the development, well-being, and participation of children with DD. Constructivist grounded theory methodology was applied to collect and analyze data from in-depth, semi-structured interviews with three parents and 18 professionals. Seven conceptual categories were selected: (a) Importance; (b) Challenges; (c) The System; (d) The Key Worker; (e) Assessment; (f) Strategies; and (g) Outcomes. Two dominant themes were identified: the quality of the relationship between the ECI professional and the family and self-regulation. An attachment-focused ECI framework is proposed, aligned with the ecological system model.

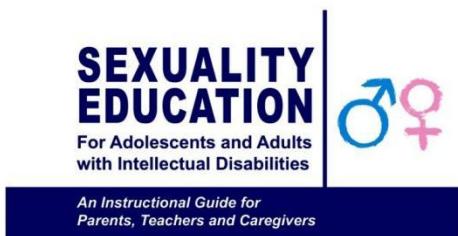
1.6.86 CHEEK, CONNOR L., ET AL.

The Exceptionality of Twice-Exceptionality: Examining Combined Prevalence of Giftedness and Disability Using Multivariate Statistical Simulation

COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 90(1), APRIL 2023, 43-56p.

Twice-exceptionality (2e), broadly defined as the co-occurrence of a gift or talent and a disability, has been a part of the educational lexicon since the 1990s, although its empirical backing is limited. We conducted a comprehensive review of the empirical literature on 2e and created a simulation study of 2e. For the latter, we constructed population distribution functions that represent indicators of ability using a range of correlations and identification criteria guided by the reviewed literature. We observed the theoretical occurrence of 2e, even at its most relaxed definitions, to be much rarer than prevailing literature implies (probability = 0.148). As correlations and factor loadings increase, the prevalence estimates of 2e drop considerably. Our results demonstrated the need for a more informed, standardized, and quantifiable approach to the identification of individuals with 2e.

Books on Sexuality Education by NIEPID



An Instructional Guide for
Parents, Teachers and Caregivers

R. Shilpa Manogna Ph. D (Spl. Edn.)
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SEXUALITY EDUCATION

A Pictorial Guide - For Teaching Adolescents
& Adults with Intellectual Disabilities

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

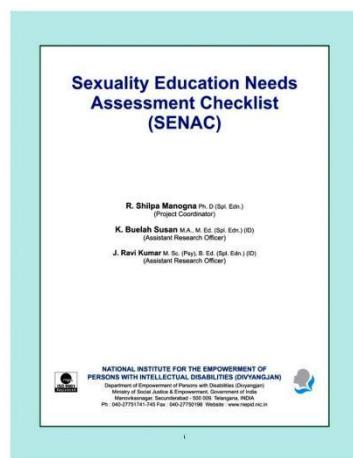
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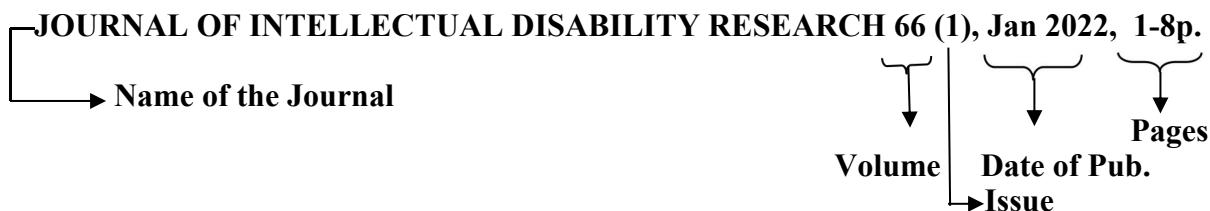


SAMPLE ENTRY

D. J. FIDLER → Author

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

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



→ Name of the Journal

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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.

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Abstract



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