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NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS

WITH INTELLECTUAL DISABILITIES(DIVYANGJAN)

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

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

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1.0 Abstracts of Current Articles

1.1 Psychology

1.1.1 FIONA MACCALLUM, ET AL.

Challenges in Grief-Focused Cognitive Behavior Therapy for Prolonged Grief Disorder

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.32(1), FEBRUARY 2025, 18-28p.

Prolonged Grief Disorder (PGD) is a potential deleterious outcome of bereavement that is associated with significant negative psychological consequences. The condition is thought to be maintained through a dynamic interplay between painful memories, maladaptive appraisal patterns, and unhelpful coping behaviors, including a persistent avoidance of reminders of the loss. Grief-focused cognitive behavior therapies (GF-CBT) targeting these mechanisms have been found to ameliorate symptoms, with treatments that include exposure-based processing of memories of the loss showing superior outcomes. However, data indicate that treatments involving exposure-based techniques are typically underutilized by mental health clinicians. In this clinical report we describe a series of cases that illustrate common challenges encountered in implementing GF-CBT and outline practical approaches to address these challenges.

1.1.2 DJELANTIK, A.A.A. MANIK J. & SPUIJ, MARIKEN

Cognitive Behavioral Therapy for Childhood Prolonged Grief Disorder for Bereaved Children and Adolescents With Comorbid Problems: Case Vignettes

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.32(1), FEBRUARY 2025, 70-77p.

The cognitive behavioral therapy (CBT) protocol for prolonged grief disorder in children and adolescents has demonstrated effectiveness in multiple studies, including a large randomized controlled trial. However, in clinical practice, we frequently encounter children with prolonged grief disorder who also present with comorbid conditions, such as other mental health disorders (e.g., posttraumatic stress disorder) and developmental disorders (e.g., autism spectrum disorder). This paper aims to describe the CBT protocol for prolonged grief in children and adolescents and to illustrate, through case vignettes and clinical observations, how this protocol may be adapted for use with children with comorbid conditions. We show that thorough clinical assessment is crucial for adapting techniques from other protocols into PGD treatment. Future research should prioritize the inclusion of detailed case studies of children with PGD and comorbidities to advance our understanding and optimize the individualization of treatment strategies.

1.1.3 KEHLE-FORBES, SHANNON M., ET AL.

Development and Pilot Test of a Therapist-Assisted Self-Management Program for Completers of Trauma-Focused Therapy for Posttraumatic Stress Disorder

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.32(1), FEBRUARY 2025, 91-105p.

Veterans who complete an evidence-based trauma-focused therapy (TFT) for posttraumatic stress disorder (PTSD) report continued treatment needs to build self-efficacy, promote continued skill application, and bolster engagement in valued activities. This paper describes the rationale, development, and treatment structure of a novel 4-session therapist-assisted self-management program, named EMPOWER, for TFT completers. A mixed methods approach was used to evaluate the acceptability and feasibility of the intervention in an open

pilot trial with 12 veterans. Therapists delivered the treatment with fidelity and participants reported high acceptability and satisfaction with EMPOWER. Quantitatively, participants reported meaningful improvements in quality of life and small improvements in community engagement; however, there were no clinically meaningful changes in self-efficacy, PTSD symptoms, depression, or functioning pre- to postintervention. Qualitatively, participants noted EMPOWER met their post TFT needs and that the structure of treatment was helpful in continuing to practice TFT skills. They also noted improvements in self-efficacy for self-managing PTSD symptoms and an increase in valued activities. Findings suggest EMPOWER is feasible, acceptable, and meets veterans' post-TFT treatment needs. A larger-scale, randomized trial of EMPOWER is warranted to evaluate the impact of EMPOWER on self-efficacy, clinical symptoms, functioning, and quality of life.

1.1.4 KITTELMAN, ANGUS, ET AL.

Factors Predicting Sustained Implementation of Tier 2 and Tier 3 Positive Behavioral Interventions and Supports

COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 91(2), JANUARY 2025, 211-228p.

Sustained implementation of effective behavior support systems and practices is critical for improving academic and behavior outcomes for students with and without disabilities. Although implementation studies have identified variables facilitating sustained implementation of Tier 1 behavior support systems in schools, little research exists examining Tier 2 and 3 behavior support systems. The purpose of this 5-year prospective study was to identify practice, school, and district variables facilitating sustained implementation of Tiers 2 and 3 behavior support systems in schools. The sample included 646 schools implementing positive behavioral interventions and supports (PBIS) across 23 U.S. states. Using structural equation modeling, we found several key variables to be predictive of sustained implementation (sustained implementation and implementation quality) of Tier 2 (Tiers 1 and 2 fidelity in Year 1 and a general Tiers 2 and 3 sustainability factor) and Tier 3 behavior support systems (Tier 1 and Tier 3 fidelity in Year 1 and a general Tiers 2 and 3 sustainability factor). Implications for how district and school leadership teams can improve sustained implementation of Tiers 2 and 3 behavior support systems are discussed.

1.1.5 PAGA 'N ANTONIO F. ET AL,

Using Visual Displays in a Manualized Cognitive-Behavioral Treatment for Adults With ADHD and Comorbid Mood or Anxiety Disorders: A Pilot Study

INFANT BEHAVIOR & DEVELOPMENT, VOL. 73, NOVEMBER 2023, 106-122p.

Attention-deficit/hyperactivity disorder (ADHD) in adults is a major health concern, often occurring with other disorders and functional, occupational, and relational deficits. Unfortunately, many treatment studies for adults with ADHD exclude comorbid mood or anxiety disorders. The present two-part study sought to identify the feasibility, acceptability, and preliminary effectiveness of a treatment for adults with ADHD and comorbid mood or anxiety disorders that used modules from evidence-based cognitive-behavioral (CB) and mindfulness interventions for adult ADHD and mood or anxiety disorders. Selection of modules for each participant's treatment was guided by participant input (e.g., top problems) and personalized visual displays. Visual displays included a CB case formulation and intraindividual network analyses, using pretreatment ecological momentary assessment

(EMA) data completed two or three times a day to assess ADHD and comorbid symptoms. All 9 (6 women) participants completed the pretreatment standardized measures—however, completion of EMA data by 6 participants provides mixed support for the feasibility of utilizing EMA with ADHD adults. Nevertheless, the results indicate feasibility for using this CB treatment combining manualized interventions with treatment personalization using complex visual displays from available EMA data. Seven of 9 (77.8%) participants achieved a reliable change and 5 (55.6%) achieved a clinically significant change in total ADHD symptoms (Barkley Adult ADHD-IV Rating Scale) at posttreatment and/or 3-month follow-up. Inattention symptoms reliably decreased in all participants.

1.1.6 CHOI, KOEUN & HONG, YEA-JI

Differential roles of problematic media use by mothers and toddlers in the relation between parenting stress and toddlers' socioemotional development

INFANT BEHAVIOR & DEVELOPMENT, VOL. 78, MARCH 2025, 1-13p.

The increasing prevalence of digital media devices in families with young children has raised concerns over problematic media use. However, the link between toddlers' problematic media use, their socioemotional development, and the influence of parental factors remains unclear. The current study examined the roles of problematic media use by both mothers and toddlers in the association between maternal parenting stress and toddlers' socioemotional development. Participants comprised 215 mothers and 73 lead child care classroom teachers of toddlers aged 24–36 months enrolled in child care centers in South Korea. Mothers reported parenting stress and problematic media use by themselves and their toddlers, and child care teachers reported toddlers' socioemotional development. The results from structural equation modeling analysis revealed that maternal parenting stress was related to toddlers' socioemotional development both directly and indirectly through toddlers' problematic media use, both alone and in conjunction with mothers' problematic media use. Although maternal parenting stress was related to mothers' problematic media use, mothers' problematic media use was not directly related to toddlers' socioemotional development. These findings underscore the importance of toddlers' problematic media use in their socioemotional development and highlight the need for comprehensive approaches that address family dynamics, such as maternal parenting stress and problematic media use.

1.1.7 PETERSON, CANDIDA C. & SLAUGHTER, VIRGINIA

Are Autistic Children with Theory of Mind Delays Unexpectedly Competent at Moral Reasoning?

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 72(1), JANUARY 2025, 1-13p

Moral reasoning and theory of mind (ToM) are two distinct but related aspects of social cognition. While past research has clearly documented serious delays in ToM development for children with autism spectrum disorders (ASD) both cross-sectionally (e.g. Happe, 1995) and longitudinally (Peterson & Wellman, 2020) much less is known about the timing of ASD children's development of moral reasoning. The present study addresses this knowledge gap with a special focus on three key research questions: (a) Is moral judgement delayed (in parallel with ToM) among children with ASD or is its timing comparable to that of typically-developing (TD) children their age? (b) Do ToM and moral reasoning significantly interconnect with one another among children with ASD? (c) If so, is the pattern of linkages the same as for TD children?

1.1.8 COFFEY, CRAIG, ET AL.

Changes in Behaviours Following an Integrative Exercise Intervention in Children with Autism Spectrum Disorder: The Influence of Symptom Severity

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 72(1), JANUARY 2025, 14-25p.

The current study investigated the effects of an integrative exercise intervention on the behaviours in children with autism spectrum disorder (ASD), and if they were influenced by ASD symptom severity. Sixty-six children (7.56 ± 2.03 yrs.) with ASD were enrolled and categorised as having mild ($n = 22$), moderate ($n = 18$) or severe ($n = 26$) symptoms of ASD by teachers using the Gilliam Autism Rating Scale 2nd edition. Participants completed a school-based, eight-week, integrative exercise intervention, consisting of three, one-hour sessions per week. Teachers rated the symptoms of ASD in each participant pre- and post-intervention using the Aberrant Behaviour Checklist. There were significant improvements in behaviours post-intervention for all children ($p < 0.05$; $r = 0.20-0.33$); however, sub-group analysis indicated that participants with severe ASD experienced greater improvements in irritability, social withdrawal, stereotypic behaviour, and inappropriate speech ($p < 0.05$). The findings highlight the benefits of school-based integrative exercise interventions for improving behaviours in children with ASD.

1.1.9 WALKER, EMMA J., ET AL.

Caregiver-implemented intervention to increase use of positive airway pressure for adults with Down syndrome and sleep apnea

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 58(1), WINTER 2025, 134-150p.

Many individuals with Down syndrome are diagnosed with obstructive sleep apnea (OSA), a medical condition that substantially affects health and quality of life. The most common treatment for OSA is positive airway pressure (PAP) therapy. Few studies have examined interventions to improve PAP therapy adherence for adults with developmental disabilities or have recruited the assistance of caregivers to improve adherence with this therapy in the home. This study evaluated the efficacy of a caregiver-implemented behavioral intervention to increase PAP use for four adults with Down syndrome and OSA. The experimenters trained caregivers via telehealth to implement the intervention in their homes. The intervention consisted of graduated exposure, noncontingent reinforcement, and differential positive and negative reinforcement without escape extinction. The intervention increased the duration of PAP use for all four participants. These results provide preliminary support for the efficacy of this intervention and service-delivery model.

1.1.10 HARPER, JILL M., ET AL.

Validating social reinforcer classes for low-severity challenging behavior identified by sensitivity tests

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 58(1), WINTER 2025, 182-197p.

Behavior analysts typically assess and treat challenging behavior after it occurs regularly and at high severity. Although effective, this reactive approach is quite costly and resource intensive. A growing literature supports an alternative preventive approach; the first step involves conducting sensitivity tests to screen the topographies and functions of low-severity behavior evoked by establishing operations commonly included in challenging behavior

research (e.g., Fahmie et al., 2020). Despite the potential value of sensitivity tests, their correspondence with functional analyses has yet to be established. This study measured the correspondence between social reinforcer classes nominated by sensitivity tests and social reinforcer classes verified by traditional functional analysis outcomes of the same behaviors. Participants included 10 young autistic learners who were reported to exhibit low-severity challenging behavior. Data showed generally high correspondence between both assessment outcomes for challenging behavior but not for appropriate requests.

1.1.11 PADEN, AMBER R. & CARROLL, REGINA A.

Effectiveness of video self-monitoring for training and maintaining procedural fidelity during covert observations

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 58(1), WINTER 2025, 213-224p.

Previous research has shown that low procedural fidelity can lead to decreased effectiveness and efficiency of skill acquisition during discrete-trial instruction. Previous research has also found that procedural fidelity may be substantially lower when a supervisor is not present to observe the session. Finding a socially acceptable, effective, and efficient method to increase and maintain high levels of staff members' procedural fidelity during covert observations is critical in the clinic setting. The purpose of the current study was to examine the effectiveness of video self-monitoring in increasing and maintaining high procedural fidelity among staff who implement discrete-trial instruction during covert and overt observations. Participants included four staff members working one-on-one with children with autism spectrum disorder. The results show that video self-monitoring was effective at increasing staff members' procedural fidelity and maintaining high fidelity over time.

1.1.12 PODLESNIK, CHRISTOPHER A., ET AL.

Different criteria affect prevalence of relapse of behavior targeted for treatment

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 58(1), WINTER 2025, 225-231p.

Several studies have examined the prevalence of behavioral relapse among individuals with intellectual and developmental disabilities following common treatment challenges (context changes, schedule thinning). Most applied studies compare behavior during the treatment challenges with the maximum level of behavior from five preceding treatment sessions. This max-of-5 criterion could inadvertently capture behavior in transition during the preceding treatment phase, thereby underestimating the prevalence of relapse. In the current study, we reanalyzed existing clinical data with the max-of-5 criterion and an alternative criterion less likely to capture target behavior in transition—the mean of the last two sessions (mean-of-2 criterion) of the treatment phase. As hypothesized, the max-of-5 criterion produced lower prevalence estimates relative to the mean-of-2 criterion. We encourage researchers conducting these analyses to weigh different approaches to reporting prevalence data and discuss considerations for future areas of research and practice related to measurement of relapse.

1.1.13 THIBODEAUX, JANE A J.

Evaluating feedback frequency preference and its relation to task performance

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 58(1), WINTER 2025, 232-

242p.

Many researchers have evaluated how characteristics of feedback may influence trainee performance, but relatively little attention has been allocated to directly assessing trainee preference for feedback characteristics and its relation to performance. Thus, the primary purpose of this study was to use a within-subject experimental design to directly assess trainee preference for the frequency of feedback and its relation to task performance. A secondary objective was to evaluate how trainee preferences varied across specific task components based on component complexity. Thirty-five undergraduate students completed two arbitrary tasks and were given the opportunity to request feedback after each component of the task. For 85.71% of our participants, an inverse relation was observed between preference for feedback frequency and task performance. Participants requested feedback less often as performance improved. Feedback preferences also varied with the complexity of each component of the task. Implications for training, supervision, and feedback practices are discussed.

1.1.14 POLING, DANIEL V. ET AL.

Teacher Responsiveness and Instruction for Verbal Aggression Victimization: Survey Results of Secondary Students With Emotional and Behavioral Disorders

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL. 33(1), MARCH 2025, 54-64p.

Students identified with emotional and behavioral disorders (EBDs) often have difficulty with social adjustment and academic achievement, engaging in problem behaviors such as defiance, rule-breaking, and truancy, yet one particularly challenging behavior is aggression. Researchers assert that verbal aggression (VA) is the most frequent form of aggression in schools; however, little is known about student perceptions of VA among students with EBD. We surveyed 144 U.S. secondary students with EBD finding infrequent reporting to teachers about VA victimization. According to students, the most effective teacher responses to a report of VA victimization were moving the victim away from the perpetrator, providing advice, and punishing the aggressor. Students reported that the content of teacher instruction about VA most often included reporting victimization to a teacher, avoiding the aggressor, and ignoring the verbally aggressive behavior. We discuss implications for teacher education and practice including what strategies deter VA and effective teacher responses to victimization. We conclude with recommendations for future research such as examining risk and protective factors for VA involvement, assessing whether students' attitudes and beliefs contribute to VA, and conducting longitudinal studies.

1.1.15 PEROSANZ, A. ET AL.

Comparative study of emotional facial expression recognition among Prader–Willi syndrome subtypes

JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, , VOL.69(1), JANUARY, 2025, 44-54p.

Background: Prader–Willi syndrome (PWS) is a congenital disease caused by a rare and generally non-inherited genetic disorder. The inability to recognise facial expressions of emotion is an apparent social cognition deficit in people diagnosed with PWS. The main objective of the present study is to compare the ability to recognise emotional facial expression, in both non-contextualised and contextualised scenarios, among the main subtypes of PWS and a control group.

Methods: The sample consisted of 46 children divided into three groups: deletion (n = 10), maternal uniparental disomy (mUPD) (n = 13) and control (n = 23). The protocol included the Facially Expressed Emotion Labeling and the Deusto-e-Motion 1.0.

Results: The control group recognised facial emotions more accurately and quickly in both non-contextualised and contextualised scenarios than children with PWS, regardless of genetic subtype. Despite no differences being detected between PWS subtypes when non-contextualised scenarios were analysed, in contextualised situations, a longer reaction time was observed in children with the mUPD subtype.

Conclusions: This is the first study to assess the ability to recognise emotional facial expressions in contextualised situations among PWS subtypes and a control group. The findings suggest that some of the social cognitive deficits evidenced in children with mUPD PWS may be similar to those in autism spectrum disorder.

1.1.16 KIM, JAEYOUNG, ET AL.

Why consider trauma in vocational rehabilitation? Insights from cognitive model of PTSD and self-determination theory

JOURNAL OF VOCATIONAL REHABILITATION, VOL. 62(1), JANUARY 2025, 49-59p.

Background: Individuals with disabilities are at an increased risk of trauma exposure. The cognitive model of posttraumatic stress, combined with Self-Determination Theory (SDT), provides a useful conceptual framework for understanding how trauma exposure leads to reduced basic psychological needs satisfaction at the work.

Objective: This study aims to investigate the structural relationships among trauma exposure, posttraumatic cognition, and basic psychological need satisfaction at workplace, showing how traumatic experiences of employees with chronic illness and disabilities (CID) affects their basic psychological needs fulfillment at work, with posttraumatic beliefs as a mediator.

Method: An online survey of 183 participants with CID was analyzed using structural equation modeling. Two competing models were compared to determine the model with better fit. The selected model was then examined for structural validity and coefficient estimations.

Results: The full mediation model was selected with strong measurement structures. Path estimations revealed that increased trauma exposure has a negative indirect effect on basic psychological needs, fully mediated by increased posttraumatic cognitive beliefs.

Conclusion: Trauma exposure and associated cognitive distortions can create significant barriers to successful work outcomes for individuals with CID. Integrating trauma-informed care into vocational rehabilitation (VR) services may help mitigate these challenges and support successful VR outcomes.

1.1.17 WU, JIA RUNG, ET AL.

Psychometric validation of the Motivation To Use Digital Tools At Work Scale in a sample of state vocational rehabilitation counselors

JOURNAL OF VOCATIONAL REHABILITATION, VOL. 62(1), JANUARY 2025, 88-96p.

Background: Digital tools can be important in the state vocational rehabilitation (VR) system. These tools can help rehabilitation counselors improve productivity and customer experience, make it possible for counselors to work from home or across multiple devices, improve communication, help make the VR process more straightforward, and improve

work-life balance leading to high level of job satisfaction. However, there are factors that influence rehabilitation counselors' motivation to use digital tools in their clinical practice, and as a result, there is a need to develop and validate a clinical assessment instrument to assess rehabilitation counselors' motivation to use digital tools in the workplace.

Objective: The purpose of this study was to evaluate the psychometric properties of the Motivation to Use Digital Tools at Work Scale in a sample of VR counselors.

Methods: This study included 416 state VR counselors as participants. The sample was randomly split into two samples, with 197 participants used for the exploratory factor analysis (EFA) and 219 participants used for the confirmatory factor analysis (CFA). Zero-order correlations were utilized to examine the relationships between the Motivation to Use Digital Tools at Work Scale constructs and related constructs in the nomological model.

Results: EFA identified a two-factor measurement structure that was confirmed by CFA: Intrinsic motivation and external motivation to use digital tools at work with strong internal consistency reliability for both subscales.

Conclusion: The Motivation to Use Digital Tools at Work Scale is a valid and reliable scale for assessing motivation among VR counselors and confirms the impact of intrinsic versus extrinsic motivation on technology interaction.

1.1.18 BENNINGER, TARA L. ET AL.

Measurement invariance of the Child Behavior Checklist in autistic toddlers

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-12p.

Background: Challenging behavior has been examined in older children and adolescents with autism spectrum disorder (ASD), but less is known about these behaviors in toddlers, due in part to variability in measurement and limited instruments available for this population. To address this need, this study examined the psychometric properties of the Child Behavior Checklist (CBCL), a commonly used and widely validated measure of challenging behavior, in a group of toddlers with ASD.

Method: Participants included 496 toddlers aged 18–48 months with (n=398) and without (n= 100) a diagnosis of ASD. Psychometrics of the CBCL were analyzed including internal consistency, factor structure, and measurement invariance.

Results: Confirmatory factor analysis results indicated acceptable fit for the tested model, and internal consistency was largely acceptable. All levels of measurement invariance were tested for each subscale. The Emotional Reactivity, Anxious/Depressed, Withdrawn, and Aggressive Behavior subscales achieved scalar invariance, while the Attention Problems subscale achieved metric invariance, and the Somatic Complaints subscale did not achieve even configural invariance.

Conclusions: Results indicate the current CBCL conceptualization of challenging behavior in autistic toddlers is consistent with such constructs in older autistic children and provide preliminary support for the use of the CBCL to assess for challenging behavior in toddlers with ASD. Measurement invariance (MI) analyses support the construct validity of the CBCL in toddlers with ASD. However, based on the results of the MI analyses, some caution is warranted with specific subscales when conducting group comparison analyses between toddlers with and without ASD.

1.1.19 CLARKE, MONIQUE, ET AL.

An evaluation of the collateral child and parent outcomes of telehealth-delivered behavioral sleep intervention for Autistic children

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-15p.

Purpose: This research follows two studies that examined the efficacy and acceptability of a stepped-care model of behavioral sleep intervention (BSI) delivered to parents of Autistic children via telehealth (Clarke et al., 2024a, 2024b). The current study investigated the collateral benefits of these interventions on Autistic children's internalizing and externalizing behaviors, health-related quality of life, and parent ratings of relationship quality, depression, anxiety, stress, and personal sleep quality.

Methods and Results: Data were available for 17 Autistic children (aged 3–17 years) and 22 parent participants (16 mothers, six fathers) who had received a telehealth-delivered behavioral sleep intervention (TDBSI). Parents completed a range of psychometric assessments at baseline and within six weeks of completing the program. Alongside reduced sleep problem severity (SPS), significant improvements, as indexed by non-negligible Cohen's d values whose 95% confidence intervals did not cross zero, were observed in children's emotional and behavioral difficulties and health-related quality of life. Parents also reported that improvement in their child's sleep positively influenced their own sleep quality and emotional well-being. There were no significant changes in parental relationship quality post-intervention, probably a ceiling effect.

Conclusion: TDBSIs have the potential to generate collateral benefits for Autistic children and their families. This finding is consistent with the limited existent research, suggesting that improved sleep may enhance child and parent well-being. Future research should focus on understanding the mechanisms underlying collateral change, including variations in effects among children and parents, and the durability across different telehealth modalities (i.e., self-directed versus therapist-guided) and follow-up intervals.

1.1.20 FERGUSON, EMILY F., ET AL.

Family experiences with supplemental social security income and legal guardianship for autistic adults: A mixed-methods study

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-12p.

Background: Family interactions with the Supplemental Social Security Income (SSI) program and the decision to pursue legal guardianship are poorly understood in services research for autistic adults.

Methods: We conducted a mixed-methods study and incorporated quantitative survey data from 122 autistic adults in an existing longitudinal cohort with qualitative interviews with 12 autistic adults and/or legal guardians. We explored sociodemographic, developmental, and behavioral features associated with the likelihood of having SSI and a legal guardian at 25 years old. Spoken interviews were transcribed verbatim, and interviews were analyzed using a rapid qualitative analytic approach.

Results: There were quantitative differences in whether families were able to obtain SSI and guardianship based on intelligence quotient (IQ) scores, adaptive behavior, and autistic characteristics, but not by race, ethnicity, or maternal education. Qualitative data analysis revealed six themes that highlighted the challenges associated with obtaining and maintaining SSI, along with the complex, nuanced decisions associated with legal guardianship. Families noted many challenges in navigating these procedures and some potential benefits for each

unique circumstance.

Conclusions: These findings offer new perspectives on experiences associated with pursuing SSI benefits and legal guardianship for autistic adults, including similarities and key differences in these procedures. Findings also provide suggestions for future research to improve coordination and supports for families throughout adulthood.

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

1.2.21 GONZÁLEZ-CARRASCO, FÉLIX

Item reduction of the “Support Intensity Scale” for people with intellectual disabilities, using machine learning

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 53(1), MARCH 2025, 43-50p.

Background: The study focuses on the need to optimise assessment scales for support needs in individuals with intellectual and developmental disabilities. Current scales are often lengthy and redundant, leading to exhaustion and response burden. The goal is to use machine learning techniques, specifically item-reduction methods and selection algorithms, to develop shorter and more efficient scales.

Methods: A data set of 93 participants was analysed using the Supports Needs Scale. Five feature-selection algorithms were evaluated to create a shortened questionnaire. For each algorithm, a Random Forest model was trained, and performance was assessed using metrics like accuracy, precision, recall and F1-score to measure how well each model predicted support needs.

Findings: The "Select from Model" algorithm successfully identified key items that could predict the level of Support Needs using the Random Forest model. Only 51 variables, out of the original 147, were needed to maintain predictive accuracy. The reduced questionnaire maintained good reliability and internal consistency compared to the original instrument, with a strong F1 score indicating excellent predictive performance.

Conclusions: The study demonstrates that machine learning techniques are effective in reducing the length of support needs questionnaires while preserving their psychometric properties. These methods can help institutions provide more efficient access to information about support needs without compromising validity or reliability, potentially leading to better resource allocation and improved care for individuals with intellectual disabilities.

1.2.22 SHANNON, SINNOTT, ET AL.

Staff Perceptions of Mental Health Relapse Prevention Support in a Specialist Mental Health Service in an Intellectual Disability Setting

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 53(1), MARCH 2025, 51-60p.

Background: The present study investigated staff perspectives on supporting individuals with intellectual disabilities with mental health relapse prevention.

Methods: Eight staff with experience working with or supporting individuals engaged with a specialist mental health in intellectual disability (MHID) service (team member=2, management roles=2, nursing/social care=4; average years' experience=16 years, SD=13.7) completed semi-structured interviews and thematic analysis was conducted on the resulting data.

Findings: Participants held mostly positive views of MHID supports and described being actively involved in individualised and person-centred mental health supports. There was variation in awareness and recognition of relapse prevention between MHID and other (frontline) staff. Although frontline staff generally did not express explicit knowledge of relapse prevention, there was implicit staff awareness surrounding ongoing mental health supports, managing risk and coping strategies. Frontline staff also reported a lack of knowledge of the discharge process from the MHID service. Staff questioned the nature of discharge in mental health intellectual disability supports.

Conclusion: This study identifies a gap in frontline staff's explicit knowledge of mental health relapse prevention, while also highlighting the importance of ongoing mental health support for individuals with intellectual disabilities.

1.2.23 FITZPATRICK, DOMINIC & PARKER, RICHARD

What Approaches Described in Research Literature Enhance the Engagement of Children and Young People With Severe or Profound and Multiple Learning Disabilities? A Systematic Literature Review

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 53(1), MARCH 2025, 61-73p.

Background: Children and young people (CYP) with severe or profound and multiple learning disabilities are more likely to experience difficulties engaging for long periods. Finding ways to facilitate their engagement is crucial in promoting their social and emotional development and their mental well-being, particularly as they are more vulnerable to difficulties with mental well-being compared to their peers.

Methods: We undertook a systematic literature review (SLR) to identify approaches described within peer-reviewed research literature that enhance the engagement of these children. Data from seven relevant studies were qualitatively synthesised. Thematic networks were then developed to visually present global, organising and basic themes identified within data.

Findings: A global theme derived from organising themes across studies indicated that the quality of space is an important consideration in enhancing engagement. This included the extent to which space adhered to prescribed knowledge or afforded practitioners with opportunities to follow their intuition and deviate from such ideas.

Conclusions: Quality of space may be important to the engagement of these CYP and consequently to their mental well-being. This may involve consideration of the extent to which formal learning environments for them are organised and informed by dominant theory and discourse (abstract space), prescribed (spatial) practice and the extent to which environments provide conditions for 'lived spaces' that are potentially more facilitative of their engagement and so their mental well-being.

1.2.24 KELLEHER, EILEEN, ET AL.

'Healthcare for People With Intellectual Disabilities: An Exploration of Intellectual Disability Service Providers' Experiences of Joint Working With Acute Service Providers When People With Intellectual Disabilities Access Healthcare in Acute Services

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 53(1), MARCH 2025, 134-144p.

Background: Individuals with intellectual disabilities often require various supports in their everyday lives. Many access both acute and intellectual disability services depending on their needs. Previous research has highlighted suboptimal experiences of care provided in acute services. Joint working between both services has been recognised as a measure of improving healthcare for this group. Although there is some evidence regarding this issue from the perspective of acute service providers, further research is required to understand the perspective of intellectual disability service providers.

Methods: Ten nurses working in various roles in intellectual disability services across Ireland took part in semistructured interviews. The data were analysed using thematic analysis.

Findings: Issues with inter-service communication and insufficient policies, protocols and pathways were found to negatively impact joint working. Acute services seemed to have a limited understanding of the role and capacity of intellectual disability services. Acute services do not always identify the individual needs of the people in their care. Despite this, there were examples of joint working taking place that benefited those with intellectual disabilities.

Conclusions: Joint working needs to include improving communication between both services, co-developing policies, protocols and pathways and appointing acute care liaison nurses.

1.2.25 HENNESSY, THERESE, ET AL.

How People With an Intellectual Disability Experience Inclusive Third-Level Education: A Scoping Review

BRITISH JOURNAL OF LEARNING DISABILITIES, VOL. 53(1), MARCH 2025, 158-191p.

Background: Third-level education is a relatively new opportunity for people with intellectual disabilities. The development of third-level educational opportunities for this population rests on understanding their experiences and suggestions for programme development and improvement. The aim of this study is to establish how inclusive third-level education is experienced by people with intellectual disabilities.

Method: A scoping review was conducted using Arksey and O'Malley's framework of peer-reviewed empirical research published between 2002 and 2023 that reported on the experience of third-level education for people with intellectual disabilities.

Findings: People with intellectual disabilities are engaging in third-level education courses within University Campuses. They consider such programmes as opportunities to meet aspirations and to enable independent living especially through employment. Their experiences are influenced by supportive staff, initiatives and challenges and they have opinions on how to improve third-level programmes.

Conclusions: People with intellectual disabilities value and embrace the opportunities to engage in third-level education. Their experience is mixed with positive personal outcomes and challenges. Future research is needed to examine effective approaches to overcoming challenges and finding ways to develop programmes that meet the needs of adults with intellectual disabilities.

1.2.26 FITZGIBBONS, MEREDITH SALETTA ET AL.

Facilitating Text Comprehension in Adults With Intellectual and/or Developmental Disability
FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 40(1), MARCH 2025, 28-37p.

Text comprehension can be facilitated in many ways, including enabling the listener to see pictures illustrating the story, to read along silently, or to read along aloud. The purpose of this study was to determine whether any of these three supports facilitated text comprehension in adults with intellectual and/or developmental disability (IDD). Researchers read four stories aloud to 26 U.S. adults with IDD under four conditions: listening only and listening while receiving each of the abovementioned three supports. Following each story, the participants responded orally to “wh-” comprehension questions. Participants’ reading and visuospatial skills were quantified. Results indicated that only participants with strong reading skills benefited from reading along silently or aloud and that illustration support did

not appear to be an effective strategy. We provide implications and discuss the importance of adapting instruction to students' strengths and preferences.

1.2.27 SHEPLEY, SALLY B., ET AL.

Generalization of Self-Instructional Behaviors to Perform Exercise Routines for Elementary Students With Intellectual Disability

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 40(1), MARCH 2025, 15-27p.

Exercise is necessary for healthy living, yet individuals with intellectual disability (ID) remain strikingly inactive compared with nondisabled peers. To improve this outcome, individuals with ID can exercise independently by self-instructing. Self-instruction is considered a pivotal skill once it generalizes to untrained stimuli. This study used a multiple probe across participants design to simultaneously evaluate the effects of progressive time delay (PTD) on the acquisition of self-instructional behaviors to perform exercise routines and the generalization of these behaviors for four U.S. elementary students with ID. Generalization was programmed by implementing PTD procedures with two different workout schedules while simultaneously and continuously probing two other workout schedules until mastery. Three of the four participants acquired self-instructional behaviors with their target schedules and generalized these behaviors to two novel schedules resulting in independent performance of 36 untrained exercise behaviors. Results and discussions pertaining to generalization evaluation within single-case designs are described.

1.2.28 THIRUMANICKAM., ABIRAMI ET AL.

Social Media Use Training for Adults with Intellectual Disabilities: A Pilot Study

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 72(1), JANUARY 2025, 177-194p.

People with intellectual disability use social media; however, there are barriers preventing them from using and benefiting from social media to the same extent as others. Some barriers include lack of knowledge, limited skills and inaccessibility. This pilot study used a sequential mixed method design to explore the outcomes of a social media training program for adults with intellectual disability aimed at social media use and increased social networks of participants. Six participants (mean age 35.7 years) participated in training focused on cyber safety and support to use individualised social media use goals. The Canadian Occupational Performance Measure, Goal Attainment Scale, and Circles of Communication Partners tools were used to examine the outcomes of training and changes in the participants' social networks. Semi-structured interviews with participants and one staff member provided insight into participants' experiences and perceptions of training outcomes. Findings indicated that participants achieved some of their goals and communicated with more people online after training compared to before training. Preliminary outcomes suggest that social media use training may assist adults with intellectual disability to strengthen social connections, gain digital literacy skills, and increase self-confidence online. Further research is needed with a larger sample, including a control group.

1.2.29 NOERR, K. L. & SWINFORD, R.

The influence of assistance in home-based exercise programmes for individuals with intellectual disabilities

JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, , VOL.69(1), JANUARY, 2025, 55-64p.

Background: Regular physical activity (PA) decreases the risk of comorbidities associated with a sedentary lifestyle in individuals with intellectual disabilities (IDs). They also may experience additional barriers that may prevent PA, including access, proper instruction and support. At-home PA programming is a feasible alternative to long-term adherence. This study aimed to determine (1) how an at-home DVD programme affects PA adherence and (2) the extent to which caregiver support influences PA.

Methods: Thirty-one adolescent or adult-aged participants with mild or moderate ID were randomised into a DVD or control group exercise intervention. Participants were given autonomy to choose what type of PA modality from the intervention they would like to participate in. Caregiver support during the PA was also measured.

Results: The two-way repeated-measures MANOVA demonstrated that the intervention DVD group was statistically significant, with a large effect size in PA minutes ($P = 0.014$, $\eta P^2 = 0.236$) and rate of perceived exertion ($P = 0.002$, $\eta P^2 = 0.342$) compared with the control group.

Conclusions: The findings demonstrated that using an adapted DVD increased PA minutes and the rate of perceived exertion without high levels of caregiver support.

1.2.30 THORSTED, A., ET AL.

the risk of type 2-diabetes among persons with intellectual disability: a danish population-based matched cohort study

JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, , VOL.69(1), JANUARY, 2025, 90-102p.

Background: Previous research shows that obesity, unhealthy eating, physical inactivity and a high use of psychotropic medications are prevalent among persons with intellectual disability (ID), which might increase the risk of type 2-diabetes (T2DM). This study aims to investigate: (1) whether persons with ID have an increased risk of T2DM compared with an age- and sex-matched reference group and (2) differences in T2DM risk by sex, birth year, ID inclusion diagnosis and ID severity.

Methods: This study is a nationwide cohort study, including 65 293 persons with ID and 659 723 persons in an age- and sex-matched reference group without ID. Incidence rates for T2DM were calculated and Cox proportional regression models were used to estimate adjusted hazard ratios (aHRs) for the association between ID and T2DM. Follow-up began from the 1 January 1977 (when T2DM data were available), participants' 22nd birthday or from the date the participants immigrated to Denmark, whichever came last and continued until the onset of T2DM, emigration, death or end of follow-up (31 December 2021), whichever came first.

Results: Persons with ID had more than double risk of T2DM compared with the reference group [aHR = 2.15, 95% confidence interval (CI): 2.09–2.20]. The strongest associations were found among women, persons born between 1980 and 1999 and among persons with mild ID.

Conclusions: Persons with ID have an increased risk of T2DM. This knowledge is important in relation to the development and prioritising of preventive initiatives among persons with ID in the healthcare sector. Future research should focus on the underlying mechanisms that can explain the possible association between ID and T2DM as it allows a more targeted prevention strategy.

1.2.31 WITWER ANDREA N., ET AL.

Working with Adults with Intellectual Disability and Clinicians to Advance Mental Health Treatment: Informing Practice Guidelines and Research

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.18(1), JANUARY-MARCH, 2025, 1-29p.

Introduction: The current study obtained perspectives on psychotherapy practices from adults with intellectual disability receiving psychotherapy and mental health clinicians serving adults with intellectual disability. The goal was to identify opportunities, successes, and challenges through the perspective of adults with intellectual disability who have received mental health treatment (i.e. clients) and clinicians providing psychotherapy.

Method: A total of six virtual focus groups, three with clinicians and three with clients with intellectual disability who had experience with psychotherapy, were conducted. Transcripts were coded by two independent reviewers guided by grounded theory.

Results: Broadly, analyses indicated overlapping themes with rich perspectives from both groups. Both clinicians and clients with intellectual disability identified a number of key aspects that were perceived as foundational to therapy and to improving the therapeutic relationship and comfort of the client with intellectual disability. Themes related to rapport building and self-determination emerged, despite not being directly asked of either group. Both clinicians and clients with intellectual disability discussed the therapeutic process at length, related to general types of treatment modality as well as the importance of individualizing treatment strategies. Clinicians spoke of regularly making accommodations to increase treatment accessibility.

Conclusion: The focus group results align with and supplement treatment outcome research and have implications for training, practice, and future research.

1.2.32 ÁLVAREZ-COUTO, MARÍA, ET AL.

Variables Related to the Presence of Challenging Behaviors in Adults with Intellectual Disability with and Without Autism Spectrum Disorder: A Comparative, Predictive and Transdiagnostic Study

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.18(1), JANUARY-MARCH, 2025, 61-81p.

Background: Adults with intellectual disability (ID) are at high risk of exhibiting challenging behaviors, especially those with autism spectrum disorder (ASD). There are clinical and transdiagnostic variables that are largely related to the existence of these behaviors, and it is necessary to know the particularities of their role in people with ASD and ID relative to those without ASD.

Method: Eighty adults with ID and 83 with an additional ASD diagnosis participated in the study. We analyzed answers provided by their therapists to different measures of challenging behavior.

Results: For the ASD population, emotional reactivity stood out as a predictor of self-injury, aggression and stereotypy. In the non-ASD group, the role of executive functioning and working memory were significant predictors of aggression and stereotypy was significant.

Conclusions: Interventions aimed at the reduction of challenging behaviors in adults with ID should consider these variables to adjust to the needs of these individuals, mainly from a preventive perspective.

1.2.33 CARRIER, CHRISTINA, ET AL.

Parent Perceptions of Occurrence, Predictors, and Treatment of Mental Health Concerns in

Youth with Intellectual Disability with or without Autism Spectrum Disorder

JOURNAL OF MENTAL HEALTH RESEARCH IN INTELLECTUAL DISABILITIES, VOL.18(1), JANUARY-MARCH, 2025, 119-135p.

Introduction: Mental health concerns have been noted to be highly prevalent for youth with intellectual disability (ID), with or without autism spectrum disorder (ASD). The purpose of the current study was to examine a Canadian sample of youth with ID, with or without ASD, to explore caregiver-reported percentages, predictors, and treatment methods for mental health concerns.

Method: The sample included 358 caregivers who completed the GO4KIDDS survey on behalf of their child between the ages of 4 and 20 years ($M = 11.36$; $SD = 3.82$).

Results: In total, 56% of youth with ID (with or without ASD) were reported to experience mental health concerns. Adaptive functioning and diagnosis were significant predictors of mental health concerns. Of the youth who were reported to experience mental health concerns, 80% received some type of treatment, most commonly informal therapies (52%).

Conclusion: More than half of the samples were reported to experience mental health concerns and while the majority received some type of treatment, many of the treatments utilized are not evidence-based.

1.2.34 LEE, CHUNG EUN, ET AL.

Evaluating the Impact of a Kiosk Education App Intervention on Students With Intellectual and Developmental Disabilities

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 40(1), MARCH 2025, 434-444p.

The use of non-face-to-face services and kiosks has expanded due to the development of information and communication technology and accelerated during the COVID-19 pandemic. In South Korea, the use of self-service kiosks has grown to about four times pre-pandemic levels. Therefore, it is pivotal for students with intellectual and developmental disabilities to learn how to use self-service kiosks in the community. The purpose of this single-case study design study was to examine the efficacy and feasibility of a kiosk education app intervention that simulates a fast-food restaurant kiosk. Findings demonstrated a functional relationship between the use of the kiosk education app intervention and kiosk task completion. While special education teachers perceived it as a useful tool for teaching self-service kiosks, the social significance of the change is limited due to the limited mastery levels achieved. Implications for future research are discussed.

1.3 Special Education

1.3.35 BATZ, RUBY & BLANCHARD, SHERESA BOONE

When Being an Expert May Not Be Enough: Understanding the Experiences of Special Education Professionals Parenting Children with Disabilities

COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 91(2), JANUARY 2025, 123-143p.

How do special education-related professionals parenting children with disabilities experience the special education system? This qualitative exploratory study delves into the experiences of 25 mother-educators who are special education-related professionals navigating the special education system for their children with disabilities. Through thematic analysis, our findings elucidate how the special education system perpetuates inequitable practices. The study describes four central themes: (1) the nuanced role of mother-educators' expertise, (2) the capacity and willingness of school staff to serve children with disabilities, (3) the inherent inequalities within the special education system, and (4) the role of advocacy. Most of these mother-educators could occasionally leverage social, cultural, and economic capital to advocate and secure services for their children. However, despite their ability to leverage such resources and extensive knowledge about their children and the special education system, these mother-educators encountered numerous challenges in advocating for and securing services for their children. We discuss the implications of our findings for federal mandates on family engagement and caution against the deficit-based nature of special education. Furthermore, we propose recommendations for fostering more equitable approaches within the system. This study underscores the need for systemic changes to ensure that all children with disabilities receive the support and services they deserve.

1.3.36 BETTINI, ELIZABETH. ET AL.

Ethnoracial Diversity of the Special Educator Workforce Over Time

COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 91(2), JANUARY 2025, 144-165p.

Teachers of color are critical for improving students' educational experiences and outcomes, especially for students of color. Yet, more than 80% of special education teachers (SETs) in U.S. public schools are white. Thus, we examined how the ethnoracial diversity of the SET workforce changed over time, from 2012–2021, in relation to the increasingly ethnoracially diverse population of students with disabilities. Analyzing multiple waves of several nationally representative datasets, we found that any growth in the number of SETs of color nationally is wholly insufficient to keep pace with growth in the population of students of color with disabilities. With growing ethnoracial disparities between the SET workforce and the population of students with disabilities, race-evasive recruitment and retention initiatives are not justifiable. Instead, coordinated, race-conscious policies and practices are needed across policy, teacher education, and in-service school districts, to foster a SET workforce that is representative of the student population.

1.3.37 KO, DOSUN ET AL.

When Good Intentions Go Awry: A Critical Policy Analysis of Equity-Focused Policies Intended to Reduce Racial Disparities in Special Education

COUNCIL FOR EXCEPTIONAL CHILDREN, VOL. 91(2), JANUARY 2025, 187-210p.

In the U.S. education system, students of color experience multiple forms of marginalization

at the intersection of markers of difference. These injustices manifest in multiple forms, such as higher rates of inappropriate referrals to special education, misidentification, conferring stigmatizing labels, and subsequently placing students of color in more segregated spaces. To combat this persistent racial injustice within special education practices and programs, policymakers have formulated regulations under the Individuals With Disabilities Education Act (IDEA) aimed at ensuring equal educational opportunities and outcomes for students of color. In particular, the U.S. Department of Education's Office of Special Education Programs introduced 20 State Performance Plan and Annual Performance Report (SPP/APR) indicators in 2004 to monitor states' implementation of IDEA. Building upon an interdisciplinary and intersectional lens informed by the cultural historical approach to disability, critical policy analysis in education, and disability critical race theory, this systematic literature review synthesizes 19 studies investigating local policy actors' enactment of IDEA policies related to SPP/APR indicators, which were designed to address racial inequities in special education. The findings reveal that local policy actors' interpretations, negotiations, and implementations of equity-intended special education policies are intricately tied to the situated cultural and political dynamics, making the process multifaceted and deeply contextual.

1.3.38 KURTH, JENNIFER A., ET AL,

Quality of IEPs for Students with Complex Support Needs: Is There Alignment Across IEP Components?

EXCEPTIONALITY, VOL. 33(1), JANUARY 2025, 1-16p.

Educators and families develop individualized education programs (IEPs) to address unique needs of individual students with disabilities. Addressing all student needs is critical to ensuring students receive a free and appropriate public education. To understand how IEP teams address the needs of students with complex support needs, we examined the alignment of IEP goals and supplementary aids and services with the stated needs of 112 elementary students with complex support needs as reported in their present levels of academic achievement and functional performance. We found there was a large amount of variation in alignment, but that 32.76% of stated student needs were not addressed by goals or supplementary aids and services. Neither educational placement nor type of student need was statistically significant in terms of whether a student need was addressed in the IEP. These findings suggest a serious threat to a student's right to a free and appropriate public education. Implications for practice and research are discussed.

1.3.39 MACOUN, SARAH J., ET AL.

Development and Piloting of an Abbreviated Bullying Assessment Tool for Youth with and without Special Education Needs: The Adolescent Risk and Connectedness Survey and Interview (ARC-S and ARC- I)

EXCEPTIONALITY, VOL. 33(1), JANUARY 2025, 59-74p.

Bullying has deleterious effects on the health of youth, families, schools, and communities. These effects are especially pronounced for youth with special education needs specific to emotional and behavioral disorders (EBD). Much of what is understood concerning the effects of bullying has been limited to face-to-face contexts. Despite the ubiquity of technology use among youth and the potential for harm, less is known about cyber-bullying. This study sought to investigate the initial use of a newly developed tool, the Adolescent Risk and Connectedness – Survey and Interview (ARC-S and ARCS- I), to investigate experiences

with face-to-face bullying and cyber-bullying, alongside risk and protective factors in youth with and without EBD. The ARC is an ecological systems theory-informed survey and interview tool developed to address some limitations of existing assessment approaches. Preliminary data suggest that ARC is an appropriate tool for adolescents with and without EBD as it provides a holistic and contextualized measure of risk and protective factors associated with bullying in school contexts.

1.3.40 WILSON, CLAIRE, ET AL.

Parental Beliefs Towards the Inclusion of Autistic Children in Mainstream Schools
INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, VOL. 72(1), JANUARY 2025, 42-57p.

Research has examined teacher attitudes, knowledge, and stigma towards inclusion of autistic children in mainstream schools. Less focus has been given to these beliefs among parents. This is problematic as parents are important in the implementation of inclusion and fostering a positive school environment. The current study examined differences in autism attitudes, knowledge, stigma, and inclusive education attitudes (core perspective; expected outcomes; classroom practices) among parents with and without an autistic child; The study also investigated whether autism knowledge, attitudes and stigma predicted inclusion attitudes. 185 parents in the UK (52% had an autistic child) completed questionnaires measuring these variables. Parents of an autistic child had significantly higher core perspective inclusive attitudes than parents without an autistic child. However, this group also reported more beliefs that parents of autistic children are stigmatised. For all parents, core perspective inclusive attitudes were predicted by autism attitudes and stigma towards parents of autistic children. Predictors of expected outcomes and classroom practices inclusive attitudes differed between groups. Findings highlight the need for parental attitude research to be disability-specific and consider different aspects of inclusive attitudes. Parent education to enhance inclusive attitudes should be tailored for distinct parent groups and contact interventions should be considered.

1.3.41 UTAMI, ADE DWI ET AL.

Conceptual PlayWorlds: A transformational model for children's learning and development in an early childhood education setting in Indonesia
JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 23(1), MARCH 2025, 46-60p.

Structured and teacher-directed play focused on children's academic outcomes has proven problematic in Indonesian early childhood education. This contrasts with the PlayWorlds model, which emphasises both the primary activity of play and conceptual learning. However, there has been little research in Indonesia on the pedagogical aspects of the PlayWorlds model in creating conditions for children's learning and development. The purpose of this study is to highlight the distinctive pedagogical and contextual aspects of Indonesian PlayWorlds by investigating how the implementation of the PlayWorlds model creates conditions for children's learning and development. Using cultural-historical concepts to analyse the data, the findings reveal a transformational model of PlayWorlds that highlights five key elements: teachers' role as play partners, the dialectical meaning-making process, degrees of freedom, motives and contradictions, and the unity of emotion and cognition. This model is shown to support pedagogical concepts and practices by providing opportunities for children's development in play through the integration of imaginative, cognitive and affective

skills. It is argued that the transformative paradigm of PlayWorlds as an innovative play pedagogy holds promise for children's learning and development, while recognising play as their primary activity.

1.3.42 HARRINGTON, JENNIFER F.

Professional Development Effects on Early Intervention Providers' Implementation of Home Visiting Practices

JOURNAL OF EARLY INTERVENTION, VOL. 47(1), MARCH 2025, 63-83p.

A non-concurrent multiple baseline design across four early intervention providers was used to examine functional relations between job-embedded professional development (PD), including practice-based coaching (PBC), and providers' fidelity of implementation of home visiting practices for embedded intervention. Four providers with one to two caregivers and their toddler with disabilities or developmental delays participated. The primary dependent measure was the number of essential home visiting practices providers implemented with fidelity. Results from visual analyses showed a functional relation between job-embedded PD and the number of essential home visiting practices implemented with fidelity for three of four providers. Provider and caregiver social validity data indicated PD and home visiting practices and embedded intervention were appropriate, feasible, and useful. Results provide promising evidence for job-embedded PD, including PBC, to support providers' fidelity of implementation of home visiting practices for embedded intervention. Implications for future research and practice are discussed.

1.3.43 KATIE C. HART, ET AL.

Preparing Teacher Candidates in Classroom Management Prior to Entering the Teaching Profession

JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, VOL. 33(1), MARCH 2025, 3-16p.

The purpose of this quasi-experimental study was to evaluate the promise of a specialized curriculum designed to prepare general education teacher candidates to effectively implement classroom management strategies within a multi-tiered systems of support (MTSS) framework. Participants were 110 U.S. teacher candidates enrolled in a student teaching internship course. Fall participants (intervention group; $n = 69$) received the specialized curriculum that focused on implementation of classroom management strategies for students with emotional and behavioral disorders and attention-deficit/hyperactivity disorder (ADHD), in concert with their internship; spring participants (comparison group; $n = 41$) did not. All participants completed pre- and postquestionnaires, which included measures assessing knowledge of classroom management principles, knowledge of ADHD, and self-efficacy. Measures of satisfaction with the curriculum were also collected. Fourteen teachers (seven intervention group, seven comparison group) participated in follow-up observations in their first teaching semester. Results demonstrate significant differences in knowledge of classroom management principles and ADHD between groups from pre- to postinternship, and high levels of participant satisfaction with the curriculum. Preliminary observations reveal greater use of evidence-based classroom management strategies in the intervention group. Implications for further program development and educator preparation as well as suggestions for future research are discussed.

1.3.44 THOMAS, JESSICA, ET AL.

The Effects of Concrete and Virtual Manipulatives on Solving Algebraic Equations in Students With Disabilities

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 40(1), MARCH 2025, 65-78p.

An alternating treatments design was used to analyze the effects of concrete and virtual manipulatives on the duration and number of correctly solved linear equations by three middle school students with cognitive disabilities. Participants physically manipulated algebra tiles to solve an equation during the concrete manipulative condition. During the virtual manipulative condition, participants used a Chromebook to manipulate the virtual algebra tiles presented on the BrainingCamp website. All participants exceeded their average baseline accuracy scores using both forms of manipulatives to solve one and two-step algebraic equations. Comparing the two treatment conditions, two of the three participants had higher average scores for accuracy using the concrete manipulatives than the virtual manipulatives. One of the three participants solved algebraic equations in a shorter duration of time with concrete manipulatives. The data suggest both concrete and virtual manipulatives can successfully support students with disabilities to solve algebraic equations.

1.3.45 HWANG, HYEJIN ET AL.

Fostering Inference-Making Through Video-Based Technology in Young Children With Early Reading Difficulties

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 40(1), MARCH 2025, 117-126p.

Successful comprehension is only possible when children draw inferences about ideas implicit or missing in discourse. Supporting inference-making with explicit instruction must start early given its importance in comprehension and knowledge development. However, students who experience difficulties with early reading skills often do not receive adequate instructional support for inference-making because oftentimes inference-making is taught in the context of written texts. In this article, we describe the potential of using video-based technology in teaching inference-making in young students who experience difficulties in early reading skills. First, we discuss why inference-making is crucial for comprehension and elaborate on a theoretical framework that addresses how video-based technology can support inference-making independent of basic reading skills. Next, we share our experiences designing web-based software featuring interactive videos. Finally, we describe how teachers can design their own inference instruction using video-based technology to support young students with difficulties in comprehension and basic reading skills.

1.3.46 BOLAND, ELIZABETH A., ET AL.

Building relationships for shared cases between state and tribal vocational rehabilitation programs

JOURNAL OF VOCATIONAL REHABILITATION, VOL. 62(1), JANUARY 2025, 33-38P.

Background: Since their inception, State Vocational Rehabilitation (SVR) and American Indian Vocational Rehabilitation Services (AIVRS) have played pivotal roles in assisting millions of individuals with disabilities in securing and sustaining competitive integrated employment.

Objective: This article aims to inform readers about the historical context and key issues

concerning AIVRS while proposing strategies for enhanced collaboration between AIVRS and SVR programs in joint service provision.

Methods: While published research on providing VR services to American Indians or Alaska Natives (AI/AN) is limited, much of the information in this article is based on the extensive knowledge of the authors, who collectively possess decades of experience in SVR and AIVRS.

Results: Key topics include (a) challenges encountered by the AI/AN population; (b) prevailing attitudes toward disability and employment within AI/AN communities; (c) a comparative overview of the histories and operations of SVR and AIVRS; (d) supporters of and advocates for AIVRS projects; (e) considerations when sharing cases; and (f) recommendations for fostering cooperative practices that benefit AI/AN communities.

Conclusion: By integrating culturally appropriate services, including holistic traditional healing, AIVRS projects and SVR agencies can offer complementary support while honoring the cultural heritage of AI/AN clients.

1.3.47 RUBLE, LISA, ET AL.

BREATHE-EASE Goals for Reducing Special Education Teacher Burnout

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 48(1), FEBRUARY 2025, 5-25p.

Burnout is the leading cause of the special education teacher shortage. A burnout intervention adapted for teachers was tested in two studies. Study 1 used a randomized design; Study 2 was a pre-post design. In Study 1, 44 teachers were randomized into the intervention or an active control. To enhance impact, for Study 2, personal goal-setting was added, and the intervention was renamed BREATHE-EASE (Burnout Reduction: Enhanced Awareness, Tools, Handouts, and Education–Evidence-Based Activities for Educators) Goals and evaluated with a different cohort of 42 teachers. Teachers completed assessments of social support, coping, and mindfulness. For Study 1, a medium to large nonsignificant effect for reduced emotional exhaustion ($\eta^2 = .087$) was found based on a per-protocol analysis of attending at least two sessions. For Study 2, emotional exhaustion was reduced ($d = 0.45$), and mindfulness ($d = 0.39$) and coping ($d = 0.78$) skills were improved. The findings offer a promising approach for special education teacher burnout and intrapersonal skills.

1.3.48 AMBER E. BENEDICT, ET AL.

Project Coordinate: Impact of Content-Focused Lesson Study on Teacher Knowledge, Collaboration, and MTSS Instruction

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 48(1), FEBRUARY 2025, 26-45p.

General and special educators often do not have the needed knowledge and skills or collaborative opportunities to implement coordinated, evidence-based instruction within a multi-tiered systems of support (MTSS) framework. As such, the authors used a randomized control design to examine the impact of Project Coordinate (PC), a professional development approach incorporating online content modules and lesson study, on fourth-grade general and special education teachers' knowledge, collaborative planning, and instructional practice in reading. The authors used multilevel modeling, analysis of covariance (ANCOVA), and multivariate analysis of variance (MANOVA) analyses to examine differences in teacher knowledge, changes in the frequency of tiered instruction, teachers' perceptions of collaborative planning, changes in treatment teachers' use of evidence-based practices

(EBPs), and effective implementation of EBPs. Results showed that PC teachers did not make significant gains in knowledge; however, these teachers did make significant gains on collaborative and instructional practice though findings are complex. The authors discuss the implications of findings for future research and practice.

1.3.49 WEISS, MARGARET P. ET AL.

Special Education Teacher Candidate Identity Development: A Descriptive Study

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 48(1), FEBRUARY 2025, 46-64p.

Professional identity is an area of significant research in engineering and health care but research in special education teacher identity is limited. Using the framework of Identity Theory, this study examined the evolving professional identity standard of seven preservice teacher candidates using concept maps across three points in time during their preparation program. An analysis of course syllabi provided context for the knowledge and skills learned during the program. A focus group interview with the candidates at the completion of their program targeted the factors they felt influenced their development. Findings indicate that participants' identity standard evolved throughout the program, particularly related to special education teacher role, with significant consolidation and integration occurring during the internship experience. Implications of these findings are discussed.

1.3.50 TREZEK, BEVERLY J. & ZEPP, LAUREN

Special Educators' Knowledge of Foundational Reading Skills: A Review of the Literature

TEACHER EDUCATION AND SPECIAL EDUCATION, VOL. 48(1), FEBRUARY 2025, 65-86p.

Teachers' knowledge of foundational reading skills (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) and the impact of this knowledge on the ability to provide effective reading instruction has been a topic of interest in teacher preparation for decades. Given the number of students with disabilities with significant instructional needs in reading, understanding the knowledge and skills of special educators and effective approaches for improving teachers' knowledge is especially critical. Therefore, a systematic narrative review of the literature was conducted to identify studies that employed survey methods to examine special educators' knowledge of foundational reading skills. The results of 18 studies published between 2001 and 2020 revealed that most investigations focused on assessing knowledge of the phonological aspects of reading. Furthermore, inconsistent performance and knowledge gaps were identified both within and across studies. Detailed summaries of studies are provided and recommendations for future research and practice explored.

1.3.51 KUHN, MIRIAM & HIGGINS, JOHANNA

Strengthening Early Intervention Home Visitation Quality: A Focus on Partnerships and Interactions

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 44(4), FEBRUARY 2025, 249-262p.

Early intervention (EI) home visitation programs are central to delivering services that support infants and toddlers displaying developmental delays or disabilities and their families. Entities that oversee such programs continually seek to strengthen the quality of program

practices. The Getting Ready approach is a professional development (PD) framework for partnering with families and delivering high quality routines-based home visits. Interviews were conducted with family members (n = 22), EI service providers (n = 12), and independent, dedicated EI service coordinators (n = 7) in a midwestern U.S. state, and written home visit action plans from professionals' home visits (n = 11) were reviewed. Findings from qualitative analyses of these two data sources deepen understanding of effective family-professional partnerships, data-driven decision-making processes, and collaborative development of routines-based interventions focused on family-child interactions and the achievement of child/family IFSP outcomes.

1.3.52 KIM, GOSPEL Y., ET AL.

Coaching Caregivers to Teach Responding to Joint Attention for Toddlers with Autism
TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 44(4), FEBRUARY 2025, 249-262p.

We examined the effectiveness of coaching on caregiver implementation of responding to joint attention (RJA) intervention for toddlers with autism. We used a nonconcurrent multiple-baseline across participants single-case research design to examine the relation between coaching practices and caregivers' RJA intervention implementation behaviors. Results indicated caregiver coaching that incorporated a behavioral skills training model was an effective approach for coaching caregivers on RJA intervention and resulted in caregivers' improved use of intervention procedures. All three toddlers with autism demonstrated an increased number of correct RJA behaviors; however, the level of behavioral change varies across children.

1.3.53 TOMENY, KIMBERLY R. ET AL.

Feasibility of Remote Coaching With Early Interventionists: NDBI Strategies in Part C
TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 44(4), FEBRUARY 2025, 290-302p.

Early intervention supports infants and toddlers with confirmed or suspected autism spectrum disorder (ASD) in achieving optimal outcomes, and caregiver-implemented NDBIs are recommended as a developmentally appropriate intervention approach for very young children and their families. Research highlights discrepancies between early interventionists' perceptions of their practices and their observed practices, possibly contributing to implementation gaps. Remote coaching is a viable method of supporting early childhood professionals' use of recommended practices, yet limited research has examined remote coaching with early interventionists in community systems (e.g., Part C). The current feasibility study explored differences between U.S. early interventionists' reported and observed practices and compared bug-in-ear versus video review coaching methods with early interventionists working with families of toddlers with confirmed or suspected ASD. Results demonstrated (a) early interventionists reported higher quality practices than observed, and (b) remote coaching is a community-viable professional development approach in supporting early interventionists' use of recommended practices.

1.3.54 FULTON, KELLY, ET AL.

Family Perspectives of the Roles of Parent Training and Information Centers and Service Coordinators in Early Intervention

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 44(4), FEBRUARY 2025, 316-329p.

Although family-centeredness is a tenet of early intervention, families often report struggling to meaningfully participate in decision-making. To increase family involvement, in the United States Parent Training and Information Centers (PTIs) and service coordinators are charged with educating and empowering families to advocate for their children. Yet, little is known about how PTIs and service coordinators support families. We explored the perceptions of families about the supports provided by PTIs and service coordinators; by understanding their roles, targeted efforts can be made to ensure that families are meaningfully supported during early intervention. Twenty-five caregivers of children who received early intervention services participated in individual interviews. One participant reported being familiar with PTIs during early intervention. Participants reported liking their service coordinators but also reported that due to large workloads, service coordinators often did not educate them about their rights. Implications for research and practice are discussed.

1.3.55 HILTON, CLAUDIA L., ET AL.

Fit club: Outcomes from 35-minute daily exercise program for autistic adolescents

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-12p.

Background: Autistic children and adolescents have academic performance challenges and are often reluctant to participate in physical activities. Executive function (EF) abilities generally remain stable or worsen as autistic children get older and obesity and lack of physical fitness are frequent concerns experienced by these individuals. Finding ways to address these concerns has the potential to improve outcomes in autistic youth.

Method: We conducted a 12-month, repeated-measures study to examine the effectiveness of a mandatory 35-minute daily school physical activity intervention involving low to moderate exertion for autistic adolescents ($n = 29$). Changes in fitness, EF, social responsiveness, and restrictive and repetitive behaviors were examined.

Results: Significant improvements were seen in fitness, EF areas (specifically cognitive flexibility and planning/organizing), restrictive and repetitive behaviors and social responsiveness.

Conclusion: Findings suggest that participation in a mandatory daily 35-minute physical activity program with low to moderate exertion is feasible and may contribute to improved EF, fitness, restricted and repetitive behavior, and social responsiveness in autistic adolescents.

1.3.56 MANUEL SILVA, RUI, ET AL.

Virtual reality educational scenarios for students with ASD: Instruments validation and design of STEM programmatic contents

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-9p.

Background: Virtual Reality (VR) is making education more engaging and accessible, especially for students with Autism Spectrum Disorders (ASD), promoting inclusion and the development of STEM skills in innovative ways. The literature still reveals a significant gap in terms of appropriate educational resources adapted to the specific needs of these students, resulting in difficulties in their inclusion. With the growing need for inclusive approaches in education, it is essential to find solutions to support these students. The aim of this study is to validate the data collection methodology that will enable the development of Virtual Learning

Environments with STEM content for students with ASD.

Methods: The Design Science Research (DSR) methodology was used to develop a VR artefact for students with ASD. In addition, the Delphi method was applied in the expert involvement phase, which will contribute to the validation of the artefact's specific requirements. Both will allow for an inclusive and distinctive approach to the development of an artefact, with the aim of offering an innovative educational experience, meeting the varied needs and learning styles of students with ASD, optimising the effectiveness of the proposed VLE.

Results: The results show a strong acceptance among experts, highlighting the potential positive impact of this approach, although there are aspects to be improved to ensure a more comprehensive and effective approach.

Conclusions: This study highlights the successful validation of an innovative virtual reality programme for students with ASD, highlighting the importance of interdisciplinary collaboration and the strong contribution to the advancement of inclusive education.



NIEPID Indian Test of Intelligence

1.4 Medical Sciences

1.4.57 BRIER, NORA & BROWN, LILY A.

The Impact of Exposure Therapy on Cancer-Related Future Cognitions in Severe Health Anxiety

COGNITIVE AND BEHAVIORAL PRACTICE, VOL.32(1), FEBRUARY 2025, 123-133p.

Individuals with illness anxiety disorder (IAD) experience a preoccupation with having or acquiring a serious illness despite having mild or absent physical symptoms. Formerly hypochondriasis, individuals with IAD experience high rates of disability, contribute to elevated annual health care costs, and experience multiple comorbidities. IAD has been historically difficult to treat for both medical and mental health providers. Research suggests cognitive behavior therapy has mixed results for individuals with IAD. In this fictitious case presentation, we describe a course of successful exposure therapy for IAD drawing on the principals of inhibitory learning theory. Thus, through this example we demonstrate how to overcome common obstacles to successful treatment for IAD, such as willingness to participation, comorbid depression, and therapeutic alliance.

1.4.58 RAJUAN, GILI MA., ET AL.

Sensory Processing in Children With Autistic Spectrum Disorder: Clinicians', Parents', Teachers' and Children's Perspectives

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 40(1), MARCH 2025, 48-55p.

Sensory processing disorder (SPD) can be defined as a neurophysiological difficulty in modulating or interpreting sensory stimuli; it is often seen in children with autism spectrum disorder (ASD). We examined sensory processing among Israeli children with and without ASD, using an observational tool based on the clinicians', child's, parents', and teachers' self-reports. The Sensory Processing Measure (SPM) and the Sensory Adventure Measure (SAM) were administered to 57 children ages 6 to 10 years with and without ASD. Significant differences in sensory processing were found between groups, reported by clinicians (SAM), parents, and teachers (SPM). Evaluating SPD by a skilled clinician by observing the child adds further information beyond that collected from parents and teachers.

1.4.59 MONTIROSSO, ROSARIO, ET AL.

Effects of a video-feedback intervention on parenting behavior and state anxiety in mothers of children with neurodevelopmental disabilities

INFANT BEHAVIOR & DEVELOPMENT, VOL. 78, MARCH 2025, 1-10p.

Neurodevelopmental disability (ND) poses a significant challenge to infants' socio-emotional and cognitive development, as well as to caregiving dynamics, such as parental sensitivity and mother-infant interaction. Prior research highlights the crucial role of early parenting support interventions in enhancing parental behaviors, serving as a protective developmental factor for children at risk for or diagnosed with ND. This single-cohort, multicentric study aims to evaluate the efficacy of early video-feedback intervention (VFI) in improving maternal parenting behaviors. Thirty-four mothers with their children diagnosed with ND participated in the study. Different dimensions of parenting behavior (i.e., affection, responsiveness, encouragement, teaching) were assessed during 10-minute mother-infant interactions, both before (T0) and after (T1) completing six weekly VFI sessions.

Additionally, mothers completed standardized questionnaires assessing parenting stress, anxiety, and depressive symptoms. The results indicated significant improvements in maternal responsiveness, encouragement, and teaching following the intervention. Furthermore, mothers reported a state anxiety reduction at T1. Additionally, higher scores in affection and responsiveness were correlated with reduced maternal stress. These findings support the utility of VFI as a valuable tool for enhancing positive parenting skills in the context of ND, and provide insights into the dyadic processes through which parenting behaviors may promote socio-emotional and cognitive development in children with ND.

1.4.60 LIMA, BIANCA PALTIAN ET AL.

Maternal parenting skills, adverse clinical outcomes, and contextual factors in low-income families: Associations and predictors of the neurodevelopment of preterm children in the first two years of life

INFANT BEHAVIOR & DEVELOPMENT, VOL.78, MARCH 2025, 1-14p.

Background: Preterm children are a risk group for neurodevelopmental delays, while interactions with their mothers may serve as a protective factor.

Aims: The objectives of this study were to (1) identify changes in preterm children's neurodevelopment, maternal skills, and mother-child interactions of preterm children from the first to the second year of life; (2) analyze differences between preterm children with and without developmental delays in relation to social skills, parenting skills, and mother-child interaction; and (3) examine the risk and protective factors associated with the neurodevelopment of preterm children.

Methods: Participants included 47 Brazilian preterm children and their mothers, assessed at the first (Mage/months = 10.4, SD =3.6) and second (Mage/months= 26.2, SD=8.5) years of life, using corrected age. The Bayley Scale of Infants and Toddler Development -III and the Interaction Rating Scale were used for assessment.

Results: Cognitive and language scores decreased from the first to the second year of life, while children's motor and social skills, parenting skills, and mother-child interactions remained stable. In the second year of life, neurodevelopmental delays were associated with lower social skills, reduced parenting skills, and less evident mother-child interactions. Significant factors influencing child neurodevelopment in the first year of life included the number of children at home, NICU stays, maternal age, and parenting practices that foster cognitive growth. In the second year, neurodevelopment was primarily influenced by mother-child interactions and breastfeeding. Additionally, the number of children at home, child autonomy, responsiveness to the mother, breastfeeding, and family income were predictors of neurodevelopment in the second year.

Conclusion: The results underscore the importance of enhancing mother-child interactions and parenting skills to promote neurodevelopment in premature children. The findings provide valuable insights for intervention programs targeting social skills, aimed at fostering positive peer interactions and facilitating social integration among children with developmental challenges.

1.4.61 MICHAËL, RACODON, ET AL.

Comparison between hybrid cardiac rehabilitation and center-based cardiac rehabilitation: a noninferiority randomized controlled trial

INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH, VOL.48, NO.1, MARCH 2025, 25-30p.

Cardiac rehabilitation (CR) is a cornerstone of heart disease (HD) management, enhancing functional capacity and quality of life. Hybrid cardiac rehabilitation (hCR), combining supervised center-based sessions with synchronous, real-time telerehabilitation at home, offers an alternative to conventional CR to overcome logistical barriers such as facility limitations, distance, and pandemic-related disruptions. This randomized controlled trial evaluated the noninferiority of hCR compared to standard CR in improving functional capacity in patients with chronic heart disease, including those with stable coronary artery disease. Seventy-five participants were randomized into two groups: the CR group, with exclusively center-based sessions, and the hCR group, with synchronous tele-rehabilitation sessions at home complemented by center-based sessions. Functional capacity was assessed using cardiopulmonary exercise testing, the six-minute walk test, and the wall squat test. Both groups showed significant improvements in functional outcomes, including walking distance (six-minute walk test), strength capacity (wall squat test), and cardiopulmonary exercise testing performance ($P < 0.001$). The improvements in the hCR group were statistically noninferior to those in the CR group. These findings demonstrate that hCR provides an effective alternative to conventional CR while addressing practical challenges in access to care. The hCR protocol represents a viable solution for expanding rehabilitation options without compromising outcomes, particularly for patients facing logistical constraints or during emergencies such as pandemics.

1.4.62 SHARON, BARAK, ET AL.

Evolution and factors associated with pediatric post-traumatic stress disorder 1 year after mild traumatic brain injury: a prospective, longitudinal study

INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH, VOL.48, NO.1, MARCH 2025, 25-30p.

Mild traumatic brain injury (mTBI) can lead to lasting adverse outcomes, including post-traumatic stress disorder (PTSD) or post-traumatic stress symptoms (PTSS). This study examined whether PTSD and PTSS can occur even after mTBI and tracked the evolution of PTSD in the long term. A total of 85 youth post-mTBI (median age: 10.00, 25–75th percentile: 8.50–2.62; 24% girls) and their mothers participated in this study. Assessments included PTSS/PTSD, postconcussion symptoms, loss of consciousness status, child's anxiety, and maternal mental health, both shortly after mTBI (T1) and 1 year later (T2). Changes in PTSS scores from T1 to T2 were evaluated using the Wilcoxon test. T2 PTSS evolution was evaluated using correlations and partial correlations. To evaluate PTSD recovery trajectories, the percentage of youth in four recovery trajectories (chronic, delayed, recovery, and resilience) was calculated. Results showed a significant decrease in PTSS and PTSD rates from T1 (34%) to T2 (21%). PTSS at T2 was associated with PTSS and postconcussion symptoms at T1. After accounting for the child's sociodemographic and clinical characteristics, the child's self-reported PTSS at T1, along with self-reported postconcussion symptoms and symptom intensity, showed significant correlations with PTSS at T2 ($r = 0.60, 0.32, \text{ and } 0.37$, respectively; $P < 0.05$). Most youth fell into the 'resilient' (40%) or 'recovery' (35%) groups, with only 6% showing 'delayed' recovery. One year after mTBI, 20% of the youth still experienced PTSD. In conclusion, this study highlights the need for long-term monitoring of youth after mTBI, as a notable proportion continue to experience enduring PTSD or PTSS.

1.4.63 EMMA, MARTIN, ET AL.

Factors influencing participation and engagement in post-stroke cardiac rehabilitation and exercise: an exploratory qualitative study

INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH, VOL.48, NO.1, MARCH 2025, 55-62p.

The secondary prevention benefits of cardiac rehabilitation and similar exercise classes for stroke survivors are well established, however post-stroke exercise participation remains low. This research aimed to explore the factors affecting participation and engagement in UK-based post-stroke cardiac rehabilitation and exercise, from the perspective of the service user and service provider. An exploratory study, using semi-structured interviews, was conducted (n = 8, service user = 4), adopting a phenomenological approach. All interviews applied a topic guide informed by the Health Belief Model and the International Classification of Functioning, Disability and Health, and were analysed using inductive thematic analysis. Post-stroke cardiac rehabilitation and exercise participation was influenced by numerous factors, encompassed into three themes: Accessibility (describing the environmental pre-class limiting factors), Programme Structure (valuing in-class supervision, socialisation and adaptations) and Patient Characteristics (encompassing the influence of the service user's personality and experiences). Effective secondary prevention of stroke through cardiac rehabilitation and other exercise-based rehabilitation requires policy development and commissioning to ensure appropriate delivery. Further research should determine the feasibility of novel exercise class formats, in addition to larger trials investigating their clinical benefit and cost effectiveness.

1.4.64 REYNOLDS, ELIZABETH, ET AL.

State Coordinator Perceptions of Linkages Between Newborn Screening and Early Intervention

JOURNAL OF EARLY INTERVENTION, VOL. 47(1), MARCH 2025, 46-62p.

Early Intervention (EI) aims to lessen the effects of developmental delay by providing services to infants and young children. Newborn screening (NBS) is a public health program that identifies infants with treatable conditions, although many conditions put children at risk of developmental delay even after medical intervention. The purpose of this study is to explore the extent to which these programs coordinate to identify, refer, and qualify children for EI services after an NBS diagnosis. A survey of state EI (n = 30) and NBS (n = 39) program leaders (i.e., coordinators) demonstrated variability in familiarity and collaboration; however, most coordinators were willing to pursue future collaboration. We discuss the implications of the survey results and propose policy changes that would facilitate future collaboration and, ultimately, benefit children and families.

1.4.65 KEILTY, BONNIE, ET AL.

Prenatal Experiences and Desires With Early Intervention for Families of Children With Down Syndrome

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 44(4), FEBRUARY 2025, 277-289p.

Part C early intervention (EI) starts no earlier than birth, even with a prenatal diagnosis resulting in automatic eligibility. Despite other early U.S. home visiting programs beginning prenatally and the increasing likelihood of uncovering certain diagnoses prenatally, pregnant families cannot access EI. This study sought to understand families' perspectives on their desire for prenatal EI and how EI could support them. Seventeen primarily White non-

Hispanic mothers with a prenatal diagnosis of Down syndrome shared their prenatal experiences through retrospective, qualitative interviews. Three themes emerged: (1) prenatal period as a time to connect to EI, (2) different families, different prenatal desires, and (3) postnatal EI experiences and prenatal EI hopes. Families saw benefits to starting prenatally to enroll in and understand EI, and to prepare for their baby's arrival through individualized outcomes. Families appreciated their postnatal EI and envisioned similar supports prenatally. Participants' shared experiences are discussed in relation to pre- and postnatal EI.

1.4.66 LARCHER, FEDERICO MARIA & GRÖZINGER, MICHAEL

The spectrum effect: Convergence of clinical and neuropsychological characteristics in adults referred for autism assessment

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-11p.

Clinical and neuropsychological profiles of adults referred for autism assessment are not thoroughly understood, and information derived from studies comparing autistic adults to neurotypical controls might not be accurate to infer on individuals in a real-world, clinical setting. 263 adults (aged 18–65 years, 70 % males) referred to our clinic with a suspected diagnosis of autism were clinically explored and administered neuropsychological investigations. The suspected diagnosis was either confirmed or rejected. We conducted multivariate and post-hoc univariate analyses of covariance (MANCOVA; ANCOVA), controlling for possible confounders, to evaluate differences between autistic and non-autistic participants and further associations. Effect sizes (partial η^2) were calculated for significant results. There were no significant differences in age means and sex ratios. Both groups showed high Autism Questionnaire (AQ) scores, high schizoid, avoidant, and obsessive-compulsive scores, and mild depressive symptoms, without significant difference between groups. The effect sizes of differences ranged from negligible to small for measures of nonsocial cognition, but were large for a measure of social cognition, the emotion recognition 40 (ER40). Autistic and non-autistic participants present converging features across multiple measures. In this diagnostic setting, psychiatric and neuropsychological measures are helpful in identifying individual difficulties and strengths. However, most of them, including the AQ, are poor indicators of autism. Our results mostly aligned with previous research and showed that information derived from comparisons to neurotypical controls cannot be directly transferred to a real-world setting. Detected impairments in emotion recognition were fairly specific to autism, expanding on previous findings.

1.4.67 EFTEKHAR, MOHAMMAD ET AL.

Substantial elevation of telomeric oxidized bases in childhood autism

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-13p.

Background: The underlying molecular mechanisms responsible for the etiology of autism and its sex-biased prevalence remain largely elusive. We have previously shown that children with non-syndromic low-functioning idiopathic autism exhibit a sexually dimorphic pattern of relative telomere length (RTL), with autistic male children having significantly shorter RTL than autistic female children, healthy controls, and paired siblings. By contrast, a number of autistic girls had longer RTLs than healthy controls. Here, we investigated levels of telomeric oxidized base (TelOB) lesions among the same study subjects and groups.

Methods: Employing a quantitative PCR (qPCR)-based method, which combines DNA

digestion targeting oxidized bases and telomere measurement, TelOB lesions were measured using genomic DNA extracted from saliva samples collected from 24 children (14 male and 10 female) with autism, 10 paired siblings, and 24 sex, age, and location-matched typically-developing controls.

Results: Our findings show that both male and female autistic children exhibit substantially higher TelOB lesions at their telomeres than healthy controls and paired siblings. Interestingly, these elevated levels of TelOBs show a direct correlation with RTL values in autistic children but not in healthy controls. However, TelOB levels do not show any association with age either in the autistic children or the healthy control group.

Conclusions: Our findings open a fresh angle into autism spectrum disorders (ASD), raise new questions, and lay the foundation for further research into telomere biology and underlying molecular mechanisms involved in ASD. TelOB levels are likely set during early development and may serve as biomarkers for childhood autism.

1.4.68 SU, W.C., ET AL.

Effects of creative movement, general movement, or seated play interventions on motor performance in children with autism spectrum disorder: A pilot randomized controlled trial

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-12p

Background: Children with ASD experience significant gross motor challenges that could be addressed using motor interventions. However, contemporary ASD interventions that are sedentary in nature often target communication and fine motor skills and not children's gross motor difficulties.

Methods: In the current pilot RCT, we evaluated changes in various motor outcomes (i.e., gross/fine motor coordination, locomotor skills, functional endurance, and praxis/imitation performance) following two types of whole-body motor interventions (Creative Movement (CM) or General Movement (GM)) and compared them to a Sedentary Play (SP) intervention focused on improving fine motor skills in children with ASD. Forty-five children with ASD (Mean Age \pm SE: 8.7 ± 0.3 , 38 males) were randomly assigned to the CM, GM, or SP groups and received 8 weeks of group-specific training.

Results: Both CM and GM interventions led to medium-to-large improvements in gross motor performance, including improved body coordination, strength/agility, locomotor skills, and walking endurance. Children in the CM group additionally showed medium-to-large-sized improvements in praxis performance, while children in the SP group showed improvements in fine motor performance. These training-related improvements were supported by improvements reported via parental questionnaires.

Conclusions: Researchers and clinicians should incorporate whole-body interventions targeting gross motor skills in the plan of care for children with ASD.

1.4.69 ROBB BURROWS, HANNAH MURIEL, ET AL.

Investigating the general psychopathology factor in autistic youth

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-15p.

Background: Autistic youth are at higher risk of presenting with co-occurring internalizing (I) (i.e., anxiety and depression) and externalizing (E) (i.e., aggression and impulsivity) disorders (Bauminger et al., 2010). The Child Behavior Checklist for ages 6–18 (CBCL/6-18; Achenbach & Rescorla, 2001) is a measure of I-E disorders and symptoms in autistic and

neurotypical youth, providing norm-referenced subscales as factors for each form of psychopathology. The general psychopathology or “p” factor may provide a better measure of co-occurring disorders in autism as it has not been evaluated in this population contextually to date. The p factor proposes that psychopathological disorders come from the same etiological factor, implying that we can measure all I-E disorders as indicators of p.

Method: Using archival data from the Province of Ontario Neurodevelopmental Disorders (POND) Network, (N = 782) autistic youths’ raw scores from the CBCL/6-18 were analyzed using two confirmatory factor analyses (CFAs): an I-E CFA and a p factor CFA. An exploratory factor analysis (EFA) was also conducted to determine the best-fitting factor structure.

Results: A chi-square difference test compared each CFA to find the best model fit. Results reported each model as individually significant, however, based on recommendations from Hoyle and Panter (1995), neither model had an acceptable fit.

Conclusions: Given that neither the p factor nor the internalizing/externalizing factor models had appropriate fit, it is recommended that future research investigate whether the CBCL/6–18 is the most appropriate measure for assessing co-occurring symptoms in autistic youth. The results of the EFA also suggest that the CBCL may not be the most appropriate measure for autistic youth.

1.4.70 STEARNS, MELANIE A., ET AL.

Child sleep onset latency mediates parental depression and noncompliance in autistic children
RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-14p.

Background: Parents diagnosed with depression often report that their children have difficulty following rules and falling asleep. Parents with depression are less likely to be consistent or enforce bedtimes, resulting in the child having fewer bedtime rules and getting less sleep. Over time this may mean the child develops poor sleep habits and difficulty falling asleep. Although these relationships have yet to be studied in children diagnosed with Autism Spectrum Disorder (ASD), it is an important area given that approximately 80 % of autistic children have sleep difficulties.

Methods: The current study examined whether parent-reported child sleep onset latency (SOL) mediated the relationship between parental depression and child noncompliance. The sample (N=34) consisted of parents (82 % female) reporting on their children aged 6–12 (M=8.63, SD = 2.00; 76.5 % male). All children were diagnosed with ASD and had parent-reported sleep complaints. Measures included the Child Sleep Health Questionnaire (CSHQ), the Pediatric Symptom Checklist (PSC), and a question asking if the parent had been diagnosed with depression (yes/no).

Results: Greater parent-reported child SOL significantly mediated the relation between increased parental depression and greater noncompliance.

Conclusions: These results suggest that difficulty falling asleep may help to explain why children of parents who have depression are noncompliant.

1.4.71 NAWAZ, SAHER & SPEER, SUSAN

What are the experiences and support needs of families of autistic children with Extreme (or ‘Pathological’) Demand Avoidance (E/PDA) behaviours?

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-10p.

Background: An increasing number of families are seeking assessment and support for autistic children who present with Extreme (or Pathological) Demand Avoidance (E/PDA) behaviours. However, research suggests the needs of these families may not be well understood or met by services. This study identifies their experiences and support needs, focussing on their interactions with services.

Method: Qualitative, semi-structured, online interviews with 21 parents of child(ren) with a formal diagnosis of autism and E/PDA behaviours. Interviews were analysed using an inductive, reflexive thematic analysis at a semantic level.

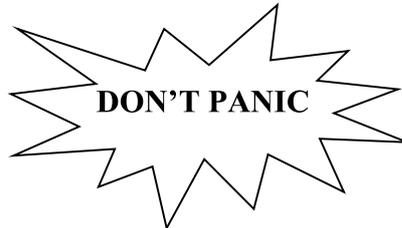
Results: Four themes describe the distinct experiences of families: (1) Understanding and acceptance of E/PDA behaviours is lacking; (2) Attributing blame: Judgements of E/PDA behaviours by others; (3) Lack of tailored support for E/PDA behaviours; (4) The E/PDA journey results in distress for all family members. Themes form the basis for a new interpretative model of familial experiences of E/PDA in which lack of understanding and acceptance of E/PDA drives neuro-normative judgements about E/PDA behaviours and parenting quality, leading to inadequately tailored support and familial distress.

Conclusion: Parents' accounts point to a breakdown in service provision for families of children with E/PDA behaviours whose 'complex' or 'atypical' presentation of autism does not fit neatly within existing classification systems and a 'label-based' service model. Improving education and understanding about familial experiences of E/PDA behaviours amongst professionals and services, with greater 'personalisation' and 'formulation-based' approaches is urgently needed to optimise outcomes and prevent harm.

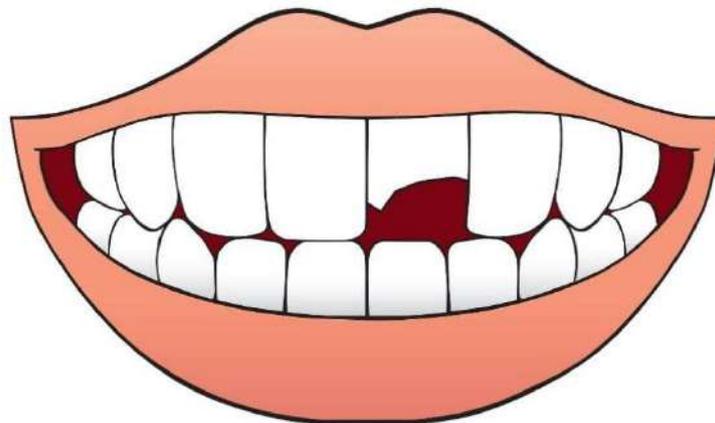
WHAT TO DO FOLLOWING A DENTAL TRAUMA DUE TO EPILEPTIC
ATTACK OR DUE TO SOME OTHER CAUSE/INJURY

SAVE YOUR TOOTH

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



WHAT TO DO IF YOUR TOOTH IS BROKEN?



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

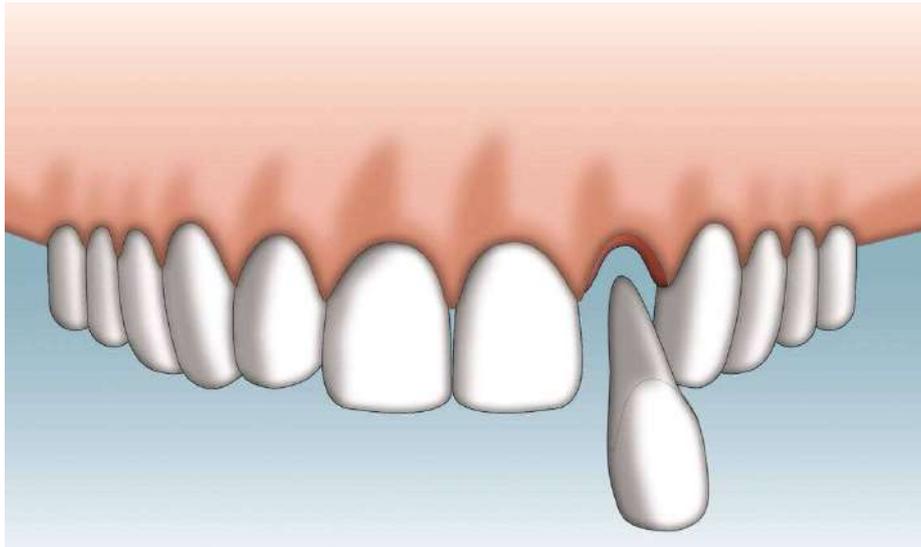
BEFORE:



AFTER:

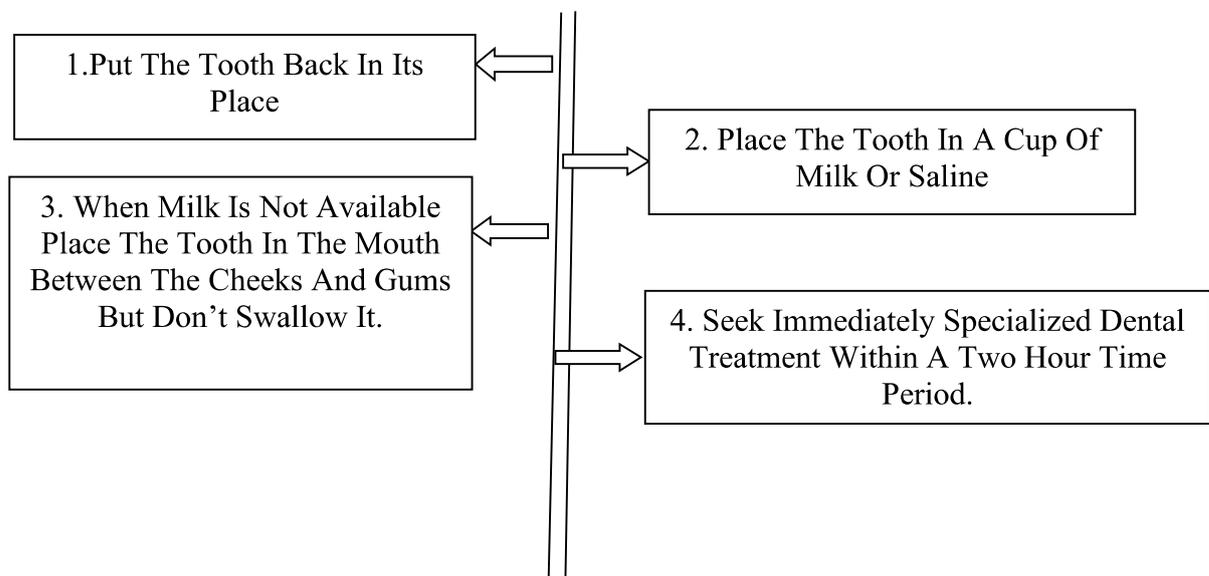


WHAT TO DO IF YOUR TOOTH IS KNOCKED OUT?



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

DO ONE OF THESE ALTERNATIVES

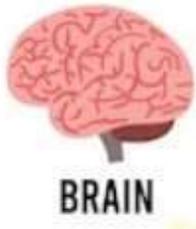


DR. NEETA NILAMWAR (MDS)
ASSISTANT PROFESSOR (NIEPID)

HOW UNHEALTHY TEETH CAN AFFECT YOUR OVERALL HEALTH

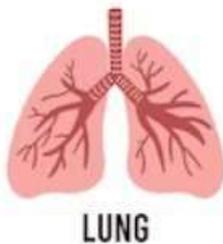
“A healthy living starts with healthier teeth”.

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



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

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



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



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

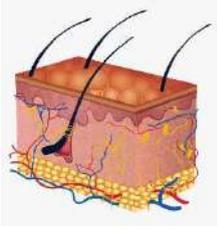


THE HEART – Poor oral health/ hygiene leads to an unhealthy heart. Gum disease can lead to heart problems such as infective endocarditis and other functional irregularities.

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



THE PANCREASE – According to study published on 17th January 2007 in journal of the national cancer institute, advanced gum disease increases the likelihood of the pancreatic cancer.
Gum disease lowers glycemic control results in diabetes (AAOSH)



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

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

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

1.5 Speech Pathology & Audiology

1.5.72 BENSON-GOLDBERG, SOFIA, ET AL.

The role of the body in SGD-mediated interactions

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 41(1), JANUARY 2025, 1-16p.

Most research about augmentative and alternative communication (AAC) has focused on improving use of and access to speech generating devices (SGDs). However, many adults with significant physical and developmental disabilities express a preference for unaided, embodied forms of communication. This study used conversation analysis (CA) techniques to analyze the forms and functions of embodied communication that occurred during interactions between a young man who used unaided, embodied communication and an SGD to communicate with a familiar communication partner. Close analysis revealed that embodied resources were required for both unaided and aided forms of communication. Furthermore, both participants used their bodies to establish interactional spaces with different focal points during interaction, which placed different demands on the aided speaker. Unfortunately, when the SGD was the focal point, problematic demands were placed on the aided speaker, which in turn resulted in increased embodied effort on his part. The forms and functions of the body, differences in the participants' interactions when communication did and did not involve the SGD, and implications for research and practice are all reported and discussed.

1.5.73 AGIUS, MAY M., ET AL.

A comparison of differing organizational formats for teaching requesting skills to children with autism

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 41(1), JANUARY 2025, 17-28p.

The selection of high-tech AAC for children diagnosed with autism spectrum disorder can be a challenging process due to the vast array of options available. One of the decisions that clinicians need to make involves how vocabulary will be organized on the display. This study aimed to compare a visual scene display (VSD) with a grid display using a multiple-probe design across participants with an embedded adapted alternating treatment design. Four young children with autism spectrum disorder who were beginning communicators were recruited and taught to request preferred items using two display formats: VSD and grid layout on a mainstream tablet with an AAC app. Two of the participants achieved criterion with both displays, the other two participants failed to achieve criterion in either display. For all participants, progress was similar in both displays. The results are discussed through the lens of each participant's characteristics with suggestions for clinical decision-making.

1.5.674 VINEETHA SARA PHILIP, ET AL.

Guessability of Indian picture symbols for communication (IPSC) and picture communication symbols (PCS) among Malayalam-speaking typical adults

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 41(1), JANUARY 2025, 29-42p.

The purpose of this study was to investigate the perceived symbol referent relationship for selected symbols in typical adults for two different symbol sets: Indian Picture Symbols for Communication (IPSC) and Picture Communication Symbols (PCS) to identify cultural

influences on symbol recognition. A total of 240 typical adults, including 120 nonprofessionals, and 120 health professionals, from Kerala, a southern state in India, participated in the study. A guessability task involving IPSC and PCS symbols for 30 target referents was utilized. Guessability scores for each participant as well as each symbol stimuli across two symbol sets were determined. The guessability scores for IPSC were significantly ($p < .001$) higher than PCS. For both symbol sets, nouns were the most accurately guessed, followed by verbs, adjectives, and prepositions. The results also revealed that prompting and previous exposure to symbols tend to influence the transparency of symbols. Error analyses revealed that visual and conceptual cues within a symbol tend to influence guessability. The results indicate that cultural and linguistic factors play a role in symbol guessability. The study highlights the importance of investigating the iconicity of IPSC and PCS symbols across different populations within India, before using symbols for educational/clinical purposes.

1.5.75 INGE ODENDAAL & KERSTIN M. TÖNSING ET AL.

Augmentative and alternative communication for individuals with post-stroke aphasia: perspectives of South African speech-language pathologists
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, VOL. 41(1), JANUARY 2025, 56-64p.

This qualitative study aimed to describe speech-language pathologists' (SLPs') perspectives on augmentative and alternative communication (AAC) use for people with post-stroke aphasia focusing on: (a) current AAC practice, (b) factors that influence the use of AAC, and (c) the success and relevance of AAC interventions. Semi-structured interviews took place with ten South African SLPs with experience in aphasia intervention. The transcribed interviews were thematically analyzed using a six-phase process of inductive and deductive analysis within a phenomenological framework. All the participants use AAC with their clients, employing a variety of approaches that reflect their diverse settings, experiences, and perspectives on AAC. AAC use is complex, and SLPs make conscious choices considering multiple factors. Barriers to use were often associated with limited resources in the low- and middle-income country (LMIC) context, but most participants retained a positive view of AAC, actively working to circumvent barriers to use. Participants consistently emphasized the vital role of partners in communication interactions, linked to the importance of defining AAC broadly. It is necessary to advance the integration of AAC into rehabilitation plans to improve communication and social participation outcomes for people with post-stroke aphasia, especially in LMICs such as South Africa.

1.5.76 RAMIREZ, ALEXUS G., ET AL.

A new screener predicts toddlers' language development from age 2–3: The QUILS:TOD
INFANT BEHAVIOR & DEVELOPMENT, VOL. 78, MARCH 2025, 1-16p.

Language interventions may yield greater benefits for younger children than their older counterparts, making it critical to evaluate children's language skills as early as possible. Yet, assessing young children's language presents many challenges, such as limited attention spans, low expressive language, and hesitancy to speak with an unfamiliar examiner. To address these challenges, the Quick Interactive Language Screener for Toddlers (QUILS:TOD; for children 24- to 36-months of age) was developed as a quick, tablet-based language screener capable of assessing children's vocabulary, syntax, and word learning skills. We explored how children's performance on the QUILS:TOD and the MacArthur-

Bates Communicative Development Inventory, another language screener, at two years of age relates to their performance one year later on the Quick Interactive Language Screener (QUILS), a validated and normed screener for children between three and six years of age. Results revealed that performance on the QUILS:TOD was predictive of QUILS performance, highlighting the utility of the QUILS:TOD for identifying which children at age two would continue to lag behind their peers at age three. Lastly, although all QUILS:TOD areas (vocabulary, syntax, and word learning) were predictive of QUILS performance, the most robust predictor of children's performance on the same receptive language dimensions at 3 years was their syntax, emphasizing the necessity of evaluating language beyond vocabulary.

1.5.77 JEONG, YULIM & HA, SEUNGHEE

Early developmental changes in infants' vocal responses in interactions with caregivers
INFANT BEHAVIOR & DEVELOPMENT, VOL. 78, MARCH 2025, 1-10p.

Objectives: The study aimed to explore the developmental trajectory of infants' vocal responses and the temporal characteristics of vocal interactions between infants and caregivers in natural home environments, focusing specifically on Korean infants aged 3, 6, 9, and 12 months.

Methods: One-day home recordings were collected using a LENA recorder at ages 3, 6, 9, and 12 months for each infant. In-depth analyses of the LENA recordings were conducted on 20 5-minute segments that showed the highest conversational turn counts, as determined by the LENA automated analysis. The temporal characteristics of infant vocalizations during interactions with caregivers were examined through infant vocal response, vocal response latency, and overlapping vocalizations.

Results: The results indicated that the proportion of infant vocal responses following adult speech differed across age groups. Specifically, the highest proportion was observed at 3 months, with a noticeable decrease at 6 and 9 months, and a slight increase at 12 months. Infant vocal response latency increased with age, indicating longer response delays as infants got older. The proportion of overlapping vocalizations was consistent among 3, 6, and 9-month-olds but decreased significantly at 12 months.

Conclusion: These findings highlight distinct changes in infant vocal interactions during the first year of life. Although the analysis was cross-sectional, the observed patterns suggest developmental changes in the timing and structure of vocal response as infants age. This study indicates that infants adapt their vocal interactions in response to caregivers' speech, which may reflect a gradual learning of conversational coordination.

1.5.78 ROSSLUND, AUDUN, ET AL,

Longitudinal changes in consonant production in infant-directed speech and infants' early speech production from 6 to 12 months

INFANT BEHAVIOR & DEVELOPMENT, VOL. 78, MARCH 2025, 1-19p.

Previous research suggests that acoustic features of infant-directed speech (IDS) might be beneficial for infants' language development. However, consonants have gained less attention than vowels and prosody. In the current study, we examined voice onset time (VOT) – a distinguishing cue for stop consonant contrasts – in IDS and adult-directed speech (ADS), and its relation to infants' speech production. We used a longitudinal sample of 48 Norwegian parent-infant dyads. Parents' IDS and ADS were recorded in-lab at three timepoints (infants' age: 6, 9, 12 months), and the VOTs of the stop consonants /b-p/, /d-t/, and /g-k/ were measured. In addition, at each timepoint, parents reported their infants'

production of the same consonants, as well as their babbling. Hypotheses were preregistered, and we used full-null model comparisons to minimise type I-errors in the analyses. Our results demonstrate that, while controlling for speaking rate, in IDS, parents' VOTs were longer in voiceless stops, but shorter in voiced stops, resulting in overall less distinct consonant contrasts compared to ADS. Further, VOTs in IDS approached ADS values with infants' age. However, we found no relationship between parents' VOTs and infants' consonant production or babbling. Consonants, like vowels, appear to be less distinct in IDS than ADS, thus reinforcing the interpretation that IDS may serve an attentional and/or affective aim, rather than a didactic purpose.

1.5.79 LIU, MIN, ET AL.

Comparative analysis of vocal communication and atypicality in mandarin-speaking children with autism spectrum disorder, developmental delay, and typical development

RESEARCH IN AUTISM SPECTRUM DISORDERS, VOL.119, JANUARY 2025, 1-15p.

Purpose: The current study aimed to examine the similarities and differences in vocal characteristics between Mandarin-speaking 36–72-month-old children with autism spectrum disorder (ASD), children with developmental delay (DD), and typically developing (TD) children.

Methods: We analyzed vocal characteristics during parent–child free play. Video and audio samples were collected from 21 children with ASD, 18 children with DD matched groupwise for developmental level, and 15 TD children matched groupwise for chronological age.

Results: Compared to children in the DD and TD groups, children with ASD exhibited a significantly higher proportion of nonspeech vocalizations (NSV, $p < 0.01$), atypical vocalizations (ATY, $p < 0.001$), noncommunicative vocalizations (NCV, $p < 0.001$), and no response to others (NR, $p < 0.001$). These four metrics were significantly correlated with children's performance on the developmental evaluation and intelligence test. Receiver operating characteristic analyses indicated that the area under the curve (AUC) ranged from 0.871–0.978, with moderate accuracy, when using these four metrics to differentiate between children with ASD and TD children; this value improved to 1.000 with high accuracy when combining the four metrics. The AUC ranged from 0.747–0.820 when using the four metrics to differentiate children with ASD from those with DD and improved to 0.857 when combining the four metrics.

Conclusion: These preliminary data suggest that vocal communication and vocal atypicality may be unique features of children with minimally verbal ASD and that the four metrics—NSV, ATY, NCV, and NR—have the potential to be ASD behavioral markers in screening and diagnosis.

1.6 General

1.6.80 KIM, SO YEON ET AL.

A Meta-Analysis of Single-Case Research on Technology-Aided Reading Interventions for Students With Autism Spectrum Disorder

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 40(1), MARCH 2025, 3-14p.

Despite the wide usage of technology in educational settings, the overall evidence base of technology-aided reading interventions for students with autism spectrum disorder (ASD) has not been fully investigated. The purpose of this meta-analysis was to quantify the effects of technology-aided reading interventions for students with ASD and determine if participant and intervention characteristics moderate intervention effects. Reviewed articles were systematically identified and evaluated for methodological rigor according to design standards suggested by What Works Clearinghouse (WWC). A total of 13 single-case studies that met the WWC standards (50%) were analyzed for effects using Tau-U and yielded 50 separate effect sizes with 33 participants. Results of this study found a moderate overall effect of .89 (CI95 [.83, .96]) for technology-aided reading interventions, and variables associated with using time delay moderated reading outcomes.

1.6.81 KEARNEY, KELLY B., ET AL,

Using the “Cool Versus Not Cool” Discrimination Procedure to Teach Social Skills Remotely to Adults With Autism

FOCUS ON AUTISM AND OTHER DEVELOPMENTAL DISABILITIES, VOL. 40(1), MARCH 2025, 38-47p.

This study used a single-subject design to determine the effectiveness of the Cool versus Not Cool (CNC) discrimination procedure to teach social skills to three young U.S. adults with autism. The CNC procedure was administered remotely during this study. The specific social skills targeted were asking open-ended questions and responding appropriately to a conversation partner’s answers. All participants significantly increased the accuracy of the targeted social skills after receiving the intervention. The skills also maintained at relatively high levels once the intervention was removed. Future research and implications are discussed.

1.6.82 ZAHRA, KHALAJI, ET AL.

A clinical examination of OPTIMAL theory application in people with multiple sclerosis: a proof-of-concept study and implications for rehabilitation practice

INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH, VOL.48, NO.1, MARCH 2025, 18-24P.

We investigated the potential to improve motor learning and performance in people with multiple sclerosis (PwMS) with OPTIMAL theory conditions. OPTIMAL theory predicts that three main factors [i.e. autonomy support (AS), enhanced expectancies (EE), and external focus (EF)] facilitate performance and learning. We examined whether the implementation of all three combined in a consecutive manner during practice would be beneficial for the motor learning and performance in a clinical population facing physical, cognitive, and emotional challenges. Thirty PwMS with mild-to-moderate disability (Expanded Disability Status Scale = 2.0–5.0) were randomly assigned to one of two groups (optimized and control) and practiced a novel motor-cognitive task involving rapid square-stepping to memorized patterns.

Following a pretest (no group difference), optimized group participants practiced under each of three factors across practice phase (EE: feedback after good trials; AS: choice of mat color; and EF: external focus to the mat). Control group participants practiced under neutral conditions. The optimized group had significantly shorter movement times than the control group in the practice phase [174.7 (27.4) s vs. 236.8 (35.8) s, $P < 0.0001$], on the 24-h retention test [69.3 (9.3) s vs. 159.7 (15.5) s, $P < 0.0001$], and the 24-h transfer test [146.1 (14.9) s vs. 223.1 (38.9) s, $P < 0.0001$]. Thus, optimized practice combining AS, EF, and EE enhanced motor skill learning. Key factors in the OPTIMAL theory can be used to improve patients' motor learning. Further studies are warranted to extend these proof-of-concept observations for potential clinical applications.

1.6.83 MARC, CAMPO, ET AL.

Contribution of cognitive status on admission to mobility and balance at discharge from acute rehabilitation for stroke

INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH, VOL.48, NO.1, MARCH 2025, 31-39p.

Acute inpatient rehabilitation is crucial for improving mobility and balance for individuals with stroke. A potentially important factor in the recovery of mobility and balance is cognition. The purpose of this study was to determine the effect of cognition on mobility and balance in acute stroke rehabilitation. This was a longitudinal cohort study based on an inpatient rehabilitation unit at a large academic medical center. Participants were individuals with stroke admitted to acute rehabilitation after an acute care hospital stay ($N = 281$). Demographic data and predictor variables were collected on admission to the unit. Outcomes were collected at discharge from the unit. Multiple regression analyses were used to determine the associations between cognition (Montreal Cognitive Assessment) on mobility (Functional Independence Measure mobility subscale) and balance (Berg Balance Scale). Subtests from the Montreal Cognitive Assessment were also examined to determine if specific dimensions of cognition could predict balance after controlling for covariates. Dominance analysis was used to determine the relative importance of baseline predictors. In separate models, cognition was a significant predictor of mobility ($B = 0.19$) and balance ($B = 0.28$) at discharge after adjusting for admission mobility and balance, as well as age, sex, and length of stay. The most important predictors in both models were baseline mobility and balance, but cognition contributed to the models independently of baseline scores. Cognition was generally more important than age and sex while about equally important as length of stay. In separate models, the visuospatial/executive ($B = 0.42$) and the delayed recall ($B = 0.37$) subtests were also significant predictors of mobility. The models' most important predictors were baseline mobility and balance scores. Cognition is a clinically relevant predictor of mobility and balance in acute stroke rehabilitation. Specific dimensions of cognition, such as executive function, visuospatial function, and delayed recall, may be especially important. Cognitive challenges and meta-cognitive strategies should be included in mobility and balance tasks when possible. Studies that evaluate the efficacy of dual-task training and meta-cognitive approaches are needed.

1.6.84 TOUNSI, OLFA, ET AL.

Effects of the Good Behaviour Game on the Behaviour of Students with Mild Intellectual Disabilities in Physical Education Settings

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND

EDUCATION, VOL. 72(1), JANUARY 2025, 117-133p.

The Good Behaviour Game (GBG) is an interdependent group contingency intervention, previously shown to be effective in managing students' behaviour across several studies. An ABAB withdrawal design was implemented to examine the effects of the GBG on the engagement and disruptive behaviours of 12 students diagnosed principally with a mild intellectual disability (Mage = 7.83 ± 0.83 years) enrolled in two self-contained physical education classes. The first phase of the intervention was carried out from November 27th until January 25th and the second phase took place from April 2nd to May 10th. Video recordings of all sessions were directly observed and analysed using a code unit grid. The collected data were subjected to inferential statistical analysis. Results showed a significant increase in engagement and a decrease in disruptive behaviours during the B1 conditions compared to the baseline A1 for both class 'A' and 'B' (p < 0.001). Similarly, there was a significant increase in engagement and a decrease in disruptive behaviours during the B2 conditions compared to both the A2 and A1 baselines (p < 0.001). Overall, this study demonstrates the effectiveness of the GBG as an intervention for promoting engagement and reducing disruptive behaviours when implemented in physical education settings with students diagnosed with mild intellectual disabilities.

1.6.85 CONINE, DANIEL E., ET AL.

Evaluating a screening-to-intervention model with caregiver training for response to name among children with autism

JOURNAL OF APPLIED BEHAVIOR ANALYSIS, VOL. 58(1), WINTER 2025, 164-181p.

Among the developmental milestones related to language and communication in early childhood, one that has been the subject of considerable research is response to name (RTN). Delayed or absent RTN in early childhood is a diagnostic marker for autism spectrum disorder and a target behavior in many early intervention curricula. This article describes two related studies. Study 1 evaluated the efficacy and efficiency of a behavioral screening-to-intervention model for RTN proposed by recent research. Overall, trials to mastery were reduced relative to previous research. Study 2 evaluated the efficacy of using behavioral skills training to teach caregivers to implement a RTN intervention with their child after that intervention was successful in a clinical setting. Generalized improvements in RTN with caregivers sometimes occurred but did not maintain without programmed reinforcement. Subsequent behavioral skills training was associated with increases in both child RTN and caregiver intervention fidelity.

1.6.86 PERERA, KAUSHALYA & NILAWEERA, LIHINI

Sybil and the screen: A very young child's digital literacy practices in a home environment

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 23(1), MARCH 2025, 3-17p.

Across the world, more and more children are introduced to digital literacy alongside print literacy. In many settings, children are initiated to literacy by their families prior to formal education, and emergent research shows that children's awareness and learning of digital literacy begins in family settings. Yet, there is little awareness of digital literacy practices in children before they enter pre-school. There is also a need for research on children's home literacy environments, especially from the global South. Our aim in this paper is to provide a detailed description of the emergence of digital (and print) literacy practices of one child in an urban home in Sri Lanka. This is an exploratory qualitative study using photo images,

videos and parent interviews of her literacy activities from age 1:09 through 02:05 years. The study period coincided with her initial Covid19 period. The paper provides an overview of the literacy resources used by the child, the digital literacy practices during this time, and the social aspect of familial digital literacy development.

1.6.87 DE MILLIANO, MARLOUS, ET AL.

Across domains: An integrated approach to assessing parenting practices for early childhood development in Ethiopia

JOURNAL OF EARLY CHILDHOOD RESEARCH, VOL. 23(1), MARCH 2025, 61-77p.

While there is an increasing global call for integrated approaches to early childhood development (ECD) policy-making and implementation, parenting practices are not consistently measured against comprehensive ECD indicators. This study on parenting for ECD in Ethiopia was guided by the Nurturing Care Framework (NCF) to capture parenting practices within and across five essential caregiving domains: nutrition, health, safety and security, early learning and responsive caregiving. It used a mixed-methods design to analyse parenting practices of young children across five population settings in Ethiopia (i.e. urban, rural, pastoralist, internally displaced populations and refugee settings). The findings show that across these settings, parenting practices often fell short of what was needed for children's healthy growth and development; especially with regards to nutrition, safety and security, and health. The parenting practices were mostly due to a lack of access, lack of knowledge or information and financial constraints. Children experienced unmet needs across multiple domains. Children were the least likely to receive adequate nurturing care if they lived in rural households, lived in a home where caregivers and household heads had not completed primary education, and/or where caregivers had a lower sense of self-efficacy.

1.6.88 HARBIN, SHAWNA G. ET AL.

Virtual Practitioner Training and Coaching of a Triadic Approach in Early Intervention: A Mixed-Methods Investigation

JOURNAL OF EARLY INTERVENTION, VOL. 47(1), MARCH 2025, 25-45p.

Caregivers are critical partners in early intervention service delivery; therefore, it is essential to ensure that early intervention practitioners (EIPs) have sufficient training in family-centered strategies to assist families with reaching targeted family and child outcomes. The triadic strategies from the Parents Interacting With Infants (PIWI) framework comprise a set of six practitioner strategies that align with family-centered caregiver coaching practices. For this mixed methods study, we used single-case research design to investigate a virtual training and coaching program for EIPs to increase their use of triadic strategies with caregivers during teleintervention sessions. We also conducted interviews to understand the experiences of EIPs and families with triadic strategy use. Results suggest practitioners demonstrated modest increases in strategy implementation, with marked decreases in directive strategy use. Participants described experiences with strategy use as well as factors potentially influencing implementation. Implications for practice and research are discussed.

1.6.89 WEINSTEIN NITZA , ET AL.

ASD-Modified Interaction Therapy: Effects on Fathers' and Mothers' Responsiveness, Affect, and Attachment

JOURNAL OF EARLY INTERVENTION, VOL. 47(1), MARCH 2025, 107-124p.

This study evaluated the effects of short-term manualized autism spectrum disorder (ASD)-modified “interaction therapy” (IT) for 42 parents, comprising both fathers and mothers of 21 preschoolers with ASD, while comparing father and mother outcomes. Intervention features included parents’ focus on self-reflection and “here-and-now” investigation of live parent–child interaction, both parents’ equal participation, spousal observation, and nonhierarchical parent-therapist collaboration. Pretest and posttest data included analysis of videotaped father–child and mother–child interactions to assess parental responsiveness and affect, and questionnaires on parents’ perceived attachment to child. Results following ASD-modified IT showed both parents’ increases in responsiveness and affect during parent–child interaction, with a larger increase in mothers’ affect. No change emerged in father’s perceived attachment, but mothers increased their perceived attachment quality and pleasure from interaction. Findings extended prior research, which had mostly examined mothers’ improvements following caregiver-mediated intervention, by pinpointing the ASD-modified IT’s efficacy for promoting not only mothers’ but also fathers’ responsive and affective interaction abilities.

1.6.90 CORED-BANDRÉS, SERGIO, ET AL.

SocialTICTEA, a Technology-Based Social Skills Programme: Impact and Generalisation of Learning in Students With Autism

JOURNAL OF SPECIAL EDUCATION TECHNOLOGY, VOL. 40(1), MARCH 2025, 65-78p.

The generalisation of learning is one of the main elements to take into account when carrying out an educational intervention. This process involves certain difficulties for the population with Autism Spectrum Disorder (ASD). In this sense, the aim of the present study is to evaluate the process of generalisation of skills related to the social domain (affected area in the population with ASD), in the special classroom for ASD, the regular classroom and the family environment, after the implementation of a social skills programme based on technologies. We propose a longitudinal quantitative research study based on case studies which employs a pretest-posttest methodology. The sample is made up of four students diagnosed with ASD. Data collection was carried out using two questionnaires. The results obtained reflect a generalisation of learning associated with basic social relationship skills, joint reference and inter-subjective capacity in all the contexts analysed.

1.6.91 CYCYK, LAUREN M., ET AL.

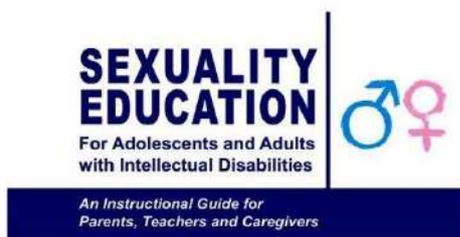
Part C Early Intervention Procedural Safeguard Notices: Are They Supporting Parents to Understand Their Rights?

TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION, VOL. 44(4), FEBRUARY 2025, 330-341P.

A family-centered early intervention (EI) approach mandated by the U.S. Individuals with Disabilities Education Act (IDEA) Part C, means involving parents fully in EI and ensuring they know their legal rights and responsibilities for participating. However, many parents report difficulty accessing information and decision-making in EI. IDEA mandates all jurisdictions provide parents with a procedural safeguard notice (PSN) outlining parents’ rights and advocacy processes. Yet, it is unclear to what extent PSNs are accessible, particularly to parents with marginalized identities. This study analyzed PSNs from 56 Part C jurisdictions for the components required by law, understandability to the general public, and availability in multiple languages. The PSNs generally did not include all required

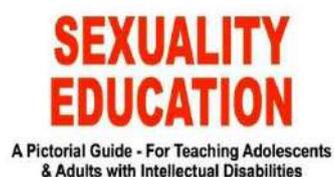
information, necessitated grade-levels above high school, minimally attended to plain language, and were infrequently available in non-English languages, suggesting that many parents are prevented from information about EI. PSNs, therefore, are a source of bias in Part C.

Books on Sexuality Education by NIEPID



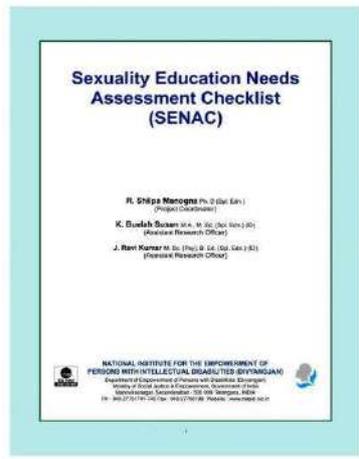
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