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Title: Not recognized enough: The effects and associations of trauma and intellectual disability in severely mentally ill outpatients.

Citation: European psychiatry : the journal of the Association of European Psychiatrists; May 2019; vol. 58 ; p. 63-69

Author(s): Nieuwenhuis, Jeanet Grietje; Smits, Hedwig Johanna Henrica; Noorthoorn, Eric Onno; Mulder, Cornelis Lambert; Maria Penterman, Engelbertus Johannes; Inge Nijman, Henk Llewellyn

Background: Little is known about the association between trauma and intellectual disability in SMI patients. AIM To establish the prevalence of trauma and its association with intellectual functioning in SMI outpatients.

Methods: A cross-sectional study was conducted in two mental health trusts in the Netherlands. We used the Trauma Screening Questionnaire (TSQ) to screen for trauma and PTSD, and the Screener for Intelligence and Learning disabilities (SCIL) for suspected MID/BIF. Chi-square and t-tests were used to test differences in outcome over patient characteristics. Post-hoc analysis was used to investigate gender differences between patients with and without MID/BIF on trauma and sexual trauma.

Results: Any trauma was found in 86% of 570 patients and 42% were suspected for PTSD. The SCIL suggested that 40% had Borderline Intellectual Functioning (BIF), half of whom were suspected of having Mild Intellectual Disability (MID). These patients had more traumatic experiences (1.89 in BIF, 1.75 in MID, against 1.41 in SCIL-negative patients). Female MID/BIF patients (61%) had experienced significantly more sexual abuse than male MID/BIF patients (23%).

Conclusions: Significantly more SMI outpatients who screened positive for MID/BIF reported having experienced traumatic events than those who screened negative. Rates of all trauma categories were significantly higher in the screen-positive group, who were also more likely to have PTSD. Sexual abuse occurred more in all females but the SCIL positive women are even more often victim. Clinical practice has to pay more attention to all of these issues, especially when they occur together in a single patient.

Title: Connections Between Reading Comprehension and Word-Problem Solving via Oral Language Comprehension: Implications for Comorbid Learning Disabilities.

Citation: New directions for child and adolescent development; Apr 2019

Author(s): Fuchs, Lynn S; Fuchs, Douglas; Seethaler, Pamela M; Cutting, Laurie E; Mancilla-Martinez, Jeannette

Abstract: In this article, we discuss the approach adopted within the Vanderbilt University Learning Disabilities Innovation Hub, which focuses on students with higher-order comorbidity: students with concurrent difficulty with reading comprehension and word-problem solving. The aim of the Hub's Research Project is to test what we refer to as the higher-order comorbidity hypothesis: that language comprehension plays a critical role in reading comprehension and word-problem solving. In the Hub's study, we test the hypothesis that language comprehension offers a coordinated approach for improving both outcomes and that this approach thus provides direction for understanding higher-order comorbidity and support for the validity of reading comprehension and word-problem solving comorbidity as a learning disabilities subtyping framework. In the first segment of this article, we describe a model that connects reading comprehension and word-problem solving development via oral language comprehension, and we provide a brief overview of prior related research on these connections. This first section provides the basis for the second segment of this article, in which we discuss the Vanderbilt Hub's innovative approach for investigating these connections. This study tests a theoretically-coordinated framework on students' performance in both high-priority domains of academic development, while exploring effects for boys versus girls and for linguistically diverse learners.

Citation: New directions for child and adolescent development; Apr 2019
Author(s): McMaster, Kristen L

Abstract: In this commentary, I highlight key insights from research on learning disabilities (LD) reported in this special issue. Authors of each article describe innovative work that is expanding frontiers of LD knowledge, by focusing on vulnerable and understudied populations, using multiple methodologies and data sources, and building and refining theory. Insights that emerge from this work relate to defining and identifying LD; estimating prevalence rates of LD subgroups; and understanding the role of cognitive, language, genetic, and environmental factors and their implications for assessment and intervention. I conclude that findings of this work promise to have a significant and lasting impact on the lives of children and youth with LD.

Title: Screening for intellectual disabilities and borderline intelligence in Dutch outpatients with severe mental illness.

Citation: Journal of applied research in intellectual disabilities : JARID; Apr 2019
Author(s): Seelen-de Lang, Birgit L; Smits, Hedwig J H; Penterman, Berry J M; Noorthoorn, Eric O; Nieuwenhuis, Jeanet G; Nijman, Henk L I

Background: The reliability and validity of the Screener for Intelligence and Learning Disabilities (SCIL) are unknown in a population of outpatients with severe mental illness. The prevalence of mild or borderline intellectual disabilities (MBID); an umbrella term for people with borderline intellectual functioning (BIF) and mild intellectual disability (MID) in this population is also unknown.

Methods: A total of 625 patients were screened with the SCIL, 201 of which also had IQ test results.

Results: Cronbach's alpha of the SCIL was 0.73. The AUC value for detecting MBID was 0.81, and also 0.81 for detecting MID, with percentages of correctly classified subjects (when using the advised cut-off scores) being 73% and 79%, respectively. The SCIL results suggested that 40% of the patients were suspected of MBID and 20% of MID.

Conclusion: The SCIL seems to be an appropriate screening tool for MBID. It is important to screen for MBID because a substantial proportion of outpatients with severe mental illness appear to be functioning at this level. It is necessary to adapt treatment for these patients.

Title: Improved Educational Achievement as a Path to Desistance.

Citation: New directions for child and adolescent development; Apr 2019
Author(s): Grigorenko, Elena L; Hart, Lesley; Hein, Sascha; Kovalenko, Julia; Naumova, Oxana Yu

Abstract: In this article we present a summary of the literature on the associations between learning difficulties/disabilities and juvenile delinquency. This literature is almost a hundred years old, but, although reportedly demonstrating the low academic achievement-delinquency connection, contains numerous unanswered questions regarding the frequency, strength, direction, stability, and causality of these associations. We then use this literature to contextualize the research taking place at the Houston Learning Disabilities (LD) Hub, a member of the LD Centers and Hubs Network, supported by National Institute of Child Health and Human Development (NICHD). In doing so, we present our previous studies and our current research. We conclude by discussing a number of shortcomings in the literature, some-but far from all-of which we hope to address in our ongoing work.

Citation: International journal of environmental research and public health; Apr 2019; vol. 16 (no. 8)

Author(s): Nik Adib, Nik Aida; Ibrahim, Mohd Ismail; Ab Rahman, Azriani; Bakar, Raishan Shafini; Yahaya, Nor Azni; Hussin, Suria; Wan Mansor, Wan Nor Ariffin

Background: Caregivers of children with autism spectrum disorder (ASD) experience increased stress and more significant negative caregiving consequences than those with typically developing children. There is a lack of studies specifically focusing on stress among caregivers with ASD children in Asian countries. The current study examines levels of perceived stress and factors associated with it among caregivers in Kelantan, Malaysia.

Methods: In a cross-sectional study, the Malay version of the Perceived Stress Scale (PSS) was administered to 227 caregivers of children with ASD. The caregivers were recruited from ASD databases in four tertiary hospitals in Kelantan and a meeting was set up during the child's follow-up in the clinic. Multiple linear regression analyses were applied to determine the predictors of perceived stress.

Results: The mean total perceived stress score was 20.84 (4.72). This was considered higher than average. Higher perceived stress was significantly predicted among caregivers who live far from the health institution, caregivers who do not own transportation to bring the child to the treatment center, and caregivers who have an ASD child with a learning disability.

Conclusion: Caregivers of an ASD child perceived significant stress while taking care of their children. Institutions should alleviate the factors that were predicted to increase the caregivers’ perceived stress to improve the quality of the lives of children and ASD families as a whole.

Title: The case for removing intellectual disability and autism from the Mental Health Act.

Citation: The British journal of psychiatry : the journal of mental science; Apr 2019 ; p. 1-3

Author(s): Hollins, Shelia; Lodge, Keri-Michèle; Lomax, Paul

Abstract: Summary: Intellectual disability (also known as learning disability in UK health services) and autism are distinct from the serious mental illnesses for which the Mental Health Act is designed to be used. Their inclusion in the definition of mental disorder is discriminatory, resulting in unjust deprivations of liberty. Intellectual disability and autism should be excluded from the Mental Health Act. Declaration of interest: None.

Title: Prevalence and Risk Factors of Hypovitaminosis-D in Children with Cognitive and Movement Disorders.

Citation: Indian journal of pediatrics; Apr 2019

Author(s): George, Anu Susan; Mathew, M C; Mathew, Anna; Jacob, Susan Sosa; Raj, John Michael

Objectives: To document the prevalence of hypovitaminosis-D in children with intellectual and movement disorders and to identify the risk factors in vitamin D deficient children.

Methods: This is a cross-sectional study on 90 children with neurodevelopmental disabilities. The prevalence of hypovitaminosis-D and the risk factors such as sun exposure, age-appropriate mobility, diet, skin color and anti-epileptic medications were examined in children with cognitive disorders and movement disorders.

Results: The mean serum vitamin D level in children with cognitive disability (n = 46) was found to be 26.7 ± 16.3 ng/L and in the children with movement disability (n = 44) it was 27.9 ± 10.5 ng/L. Though the risk factors were found in greater numbers in children in the deficient group (vitamin D < 30 ng/L),
the difference between the two groups was not significant. Of the 90 children, 86 (95.5%) had at least one sign of vitamin D deficiency. Lowest levels of vitamin D were seen in autistic spectrum disorder and learning disabilities in the Cognitive Disability group and hemiplegia in the Movement Disability group.

**Conclusions:** The prevalence of vitamin D deficiency in children with neurodevelopmental disabilities was 72.2%, with 76.1% in the cognitive disability group and 68.2% in the movement disability group. The risk factors were more common in vitamin D deficient children.

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**Title:** Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice

**Citation:** American Psychologist; May 2019

**Author(s):** Grigorenko, Elena L.; Compton, Donald L.; Fuchs, Lynn S.; Wagner, Richard K.; Willcutt, Erik G.; Fletcher, Jack M.

**Abstract:** Specific learning disabilities (SLDs) are highly relevant to the science and practice of psychology, both historically and currently, exemplifying the integration of interdisciplinary approaches to human conditions. They can be manifested as primary conditions—as difficulties in acquiring specific academic skills—or as secondary conditions, comorbid to other developmental disorders such as attention-deficit hyperactivity disorder. In this synthesis of historical and contemporary trends in research and practice, we mark the 50th anniversary of the recognition of SLDs as a disability in the United States. Specifically, we address the manifestations, occurrence, identification, comorbidity, etiology, and treatment of SLDs, emphasizing the integration of information from the interdisciplinary fields of psychology, education, psychiatry, genetics, and cognitive neuroscience. SLDs, exemplified here by specific word reading, reading comprehension, mathematics, and written expression disabilities, represent spectrum disorders, each occurring in approximately 5% to 15% of the school-aged population. In addition to risk for academic deficiencies and related functional social, emotional, and behavioral difficulties, those with SLDs often have poorer long-term social and vocational outcomes. Given the high rate of occurrence of SLDs and their lifelong negative impact on functioning if not treated, it is important to establish and maintain effective prevention, surveillance, and treatment systems involving professionals from various disciplines trained to minimize the risk and maximize the protective factors for SLDs. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)

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**Title:** Longitudinal academic outcomes of children with secondary attention deficit/hyperactivity disorder following pediatric stroke

**Citation:** Developmental Neuropsychology; May 2019

**Author(s):** Roberts, Samantha D.; McDonald, Kyla P.; Danguecan, Ashley; Crosbie, Jennifer; Westmacott, Robyn; Andrade, Brendan; Dlamini, Nomazulu; Williams, Tricia S.

**Abstract:** The current longitudinal study examined academic outcomes of children diagnosed with secondary attention deficit-hyperactivity disorder (S-ADHD) following stroke in comparison to children with stroke-only and children with developmental ADHD (D-ADHD), and explored potential predictors of progress in these groups. We followed 55 children (n = 17 S-ADHD, n = 18 stroke-only, and n = 20 D-ADHD) over approximately four years. Children with S-ADHD and D-ADHD were more likely to have a comorbid learning disability, but children with S-ADHD were more likely to have declines in their reading scores over time. No individual or neurological factors accounted for declines. Math scores were equally likely to decline across all youth. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)
Title: Impact of mentoring on socio-emotional and mental health outcomes of youth with learning disabilities and attention-deficit hyperactivity disorder

Citation: Child and Adolescent Mental Health; Apr 2019
Author(s): Haft, Stephanie L.; Chen, Tiffany; LeBlanc, Chloe; Tencza, Francesca; Hoeft, Fumiko

Abstract: Background Learning disabilities (LD) and attention-deficit hyperactivity disorder (ADHD) are often accompanied by significant socio-emotional impairments and mental health challenges. However, there is a lack of controlled, quantitative research on potential interventions to address this issue. The current study evaluated the impact of a near-peer mentoring program for youth with LD/ADHD designed to promote socio-emotional well-being. Methods Youth with LD/ADHD who participated in the mentoring program (Mentored; n = 99) were compared to both nonmentored youth with LD/ADHD (Control-NM; n = 51) and typically developing youth without LD/ADHD (Control-TD; n = 81) prementoring in the fall and postmentoring in the spring. Participants were assessed using self-report measures of anxiety, depression, interpersonal relations, and self-esteem. Results Youth with LD/ADHD showed significantly higher scores of depression and significantly lower scores of interpersonal relations compared to the Control-TD group at fall baseline. The depression and self-esteem scores of the Mentored group significantly decreased and increased, respectively, after mentoring. These changes were associated with mentee-perceived mentorship quality. The Control-NM group showed significant decreases in both self-esteem and interpersonal relations, as well as increases in depression over time, while the Control-TD group remained stable across all measures. Conclusions Results suggest that mentoring shows promise as a potential intervention for youth with LD/ADHD who experience co-occurring socio-emotional and mental health difficulties. The study is the first, to our knowledge, to quantify the effect of a near-peer mentoring program on youth with LD/ADHD in a design with two control groups. Implications for research and practice involving LD, ADHD, and mental health disorders are discussed. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)

Title: The importance of the relational needs of people with learning disabilities in the promotion of self-determination

Citation: British Journal of Learning Disabilities; Apr 2019
Author(s): Cudré-Mauroux, Annick; Piérart, Geneviève; Vaucher, Carla

Accessible Summary: People with learning disabilities may need to receive support from social care professionals to make choices and to change things in their life. They may need to receive advice, but sometimes they prefer not to receive advice. Professionals must trust them when they try something new. It is important that professionals know what people with learning disabilities want and need to support them in a better way. It is important that they become aware of the importance to express what they want and what they need.

Background: Intervention to increase self-determination of people with learning disabilities is a major issue for social care practices. This study examines relational needs of people with learning disabilities regarding self-determination in the context of the relationships they share with social care professionals.

Method: We held focus group discussions to explore the relational needs of 10 residents and 10 educators at three facilities for people with learning disabilities located in the French part of Switzerland.

Results: Relational needs expressed by participants with learning disabilities concern three distinct stages of the self-determination process (pre-choice, post-choice and goal achievement).

Conclusion: They suggest the importance of the relational quality of interventions aimed to enhance self-determination of people with learning disabilities. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)
Title: Managing challenging behaviour in children with possible learning disability

Citation: BMJ : British Medical Journal (Online); May 2019; vol. 365
Author(s): Absoud, Michael; Wake, Holly; Ziriat, Miriam; Hassiotis, Angela

Abstract: Challenging behaviour is commonly defined as behaviour that is of an intensity, frequency, or duration that threatens the physical safety of the person or others or restricts access to community facilities. 1 2 Challenging behaviour can first occur in childhood and can be difficult for parents, carers, and family members to understand and manage. Parents and carers may present to healthcare services, including their GP, with concerns about their children’s behaviour. In some cases, challenging behaviour may be a sign of a known or an undiagnosed learning disability. This article gives particular advice about how to identify and manage children where a learning disability might be a contributing factor.

Title: Do group interventions help people with autism spectrum disorder to develop better relationships with others? A critical review of the literature.

Citation: British Journal of Learning Disabilities; Jun 2019; vol. 47 (no. 2); p. 77-90
Author(s): Atkinson-Jones, Katherine; Hewitt, Olivia

Accessible Summary: Lots of people with autism find it difficult to make friends and have relationships. There are lots of different groups that can help people with autism to learn social skills and how to make friends. Some of the groups were specially designed for people with a learning disability as well as autism. The groups can help support people to talk about their emotions, talk to other people about their thoughts and feelings and practise talking to other people. This paper found that social skills groups can help people with autism to improve their social skills and to talk to people more. The PEERS-YA group appears to be the best social skills group for people with autism without a learning disability. More research is needed to learn more about social skills groups for people with autism and a learning disability.

Background: Social and communication impairments are a core diagnostic feature of autism spectrum disorder (ASD) and can act as a barrier to developing relationships. The National Institute for Health and Care Excellence (2016) guidelines recommend group social skills interventions as the first-line treatment to help adults with ASD improve their social skills and relationships. To date, reviews have only explored the impact of group social skills interventions for adults with ASD without intellectual disability (ID). This review aimed to critically appraise studies investigating group social skills interventions for adults with ASD both without intellectual disability and with a mild or moderate intellectual disability.

Method: A systematic search of four databases (PsycINFO, MEDLINE, EMBASE and CINAHL), as well as hand-searching of references, was conducted. Ten studies were identified, employing different designs and methodologies, and covering six different group social skills interventions.

Results: Overall, the review provided fairly consistent evidence that group social skills in different formats can reduce social impairments and increase social interaction, social knowledge and empathy for adults with ASD.

Conclusion: There was variation in the quality of studies, and the most robust evidence was provided for the efficacy of the PEERS-YA intervention. There was less evidence supporting the effectiveness of group social skills interventions for adults with ASD and intellectual disability, and more research is needed in this area.

Title: The impact of books on social inclusion and development and well-being among children and young people with severe and profound learning disabilities: Recognising the unrecognised cohort.

Citation: British Journal of Learning Disabilities; Jun 2019; vol. 47 (no. 2); p. 91-104
Author(s): Robinson, Deborah; Moore, Nicki; Harris, Catherine

Abstract: This paper shows what people with learning disabilities can get out of enjoying books and reading even when they cannot read words easily. The writers think about how people with learning disabilities can be helped to enjoy books. They say that this can happen through reading with other people, enjoying lots of activities about books and making books part of their daily routine. The writers also think about the way that books and stories help us to learn about the world and the people in it. The writers are annoyed about the way that enjoyment of books by people with learning disabilities has been ignored by people. This matters to people with learning difficulties because enjoying books, even when we cannot read words easily, can give us good feelings and help us to learn and develop. This paper presents the findings of an original research project commissioned by BookTrust, a respected UK charity that gifts books to children, young people (CYP) and their families. It explored the impact and modus of pleasurable engagement with books among CYP with severe and profound learning disabilities and applied a critical, phenomenological stance on what it means to read through drawing on “inclusive literacy” as a conceptual framework. Data were collected from four local areas in England and included 43 CYP aged 4–14. In keeping with a phenomenological stance, it employed interpretivist methods involving 13 deep-level interviews with families to include observations and structured play; 13 observations of CYP sharing books with others in home, play or school settings, and interviews with 27 practitioners working in a range of organisations (e.g., Portage service and advisory teams). Findings were that books had a positive impact on well-being, social inclusion and development. CYP were engaged in enjoying the content of books through personalisation, sensory stimulation, social stimulation and repetition. This affirmed the theoretical and practical approaches espoused by “inclusive literacy” but made a critical and original contribution to our understanding of the special place that books occupy as ordinary artefacts of literary citizenship among this cohort. The benefits of volitional reading among CYP who do not have learning disabilities are well known, but the authors urge publishers and policymakers to recognise CYP with severe and profound learning disabilities as equally important, active consumers of books who have much to gain from reading for pleasure.

Title: What happens next? A 2-year follow-up study into the outcomes and experiences of an adapted Dialectical Behaviour Therapy skills training group for people with intellectual disabilities.

Citation: British Journal of Learning Disabilities; Jun 2019; vol. 47 (no. 2); p. 126-133
Author(s): Hewitt, Olivia; Atkinson-Jones, Katherine; Gregory, Hannah; Hollyman, Jonathan

Accessible summary: Dialectical Behaviour Therapy (DBT) is a therapy to help people manage their feelings. We ran a DBT group for people with an intellectual disability. The group seemed to help people feel better and manage their feelings, even after the group ended. The group was 2 years ago. We talked to three people who went to the group to see what people still remembered from the group and if DBT was still helping them. We think having a top-up session might help people to remember and practise ideas from the group.

Background: This paper reports quantitative and qualitative follow-up data from three participants who attended a Dialectical Behaviour Therapy (DBT) group for people with an intellectual disability.

Materials and Methods: Quantitative data regarding psychological well-being, psychological distress (measured using the Psychological Therapies Outcome Scales; PTOS) and quality of life (measured using the Health of the Nation Outcome Scales—Learning Disability; HONOS-LD) are reported for pre-group, post-group and at 6-month and 2-year follow-up. Interviews were conducted with participants post-group and at 2-year follow-up. Data were analysed using thematic analysis.

Results: Improvements in scores on measures of psychological well-being, psychological distress and quality of life appear to be maintained at 6-month follow-up, but scores at 2-year follow-up suggest a return to baseline. Qualitative self-report data suggest a number of interesting ways participants adapted and individualised techniques from the group, as well as suggesting possible barriers to maintaining change in the longer term.
Conclusions: Clinical implications are considered to improve effectiveness of similar interventions, as well research implications in order to improve knowledge about the longer term impact of group DBT interventions.

Title: Building resilience: a pilot study of an art therapy and mindfulness group in a community learning disability team.

Citation: International Journal of Art Therapy: Inscape; Jun 2019; vol. 24 (no. 2); p. 88-96
Author(s): Burns, Siobhán; Waite, Mike

Abstract: This article describes findings from a pilot study for a new art therapy intervention designed for clients attending an Adult Learning Disability Service. The intervention consisted of an art therapy and mindfulness group for clients, for 90 min per week over an initial 6–8 week period, with the aim of improving group members’ resilience and ability to cope with difficult life experiences. Clients completed questionnaires about their experience of the group sessions and a thematic analysis was conducted to identify three main themes. The results suggest that the clients who received this intervention experienced improvements in their clinical presentation as well as in their quality of life, an increase in joy and positive wellbeing, and a decrease in low mood and social anxiety. Plain-language summary This paper describes an art therapy group run for adults who have learning disabilities. In the group people used mindfulness practices as well as art making and discussion. This helped people to notice and share their thoughts and feelings. The paper shows the results of a questionnaire completed by the group members. It shares group members’ comments about how they found the group and how the group helped them.

Title: Government plans mandatory training to improve care of those with a learning disability or autism.

Citation: British Journal of Healthcare Assistants; Apr 2019; vol. 13 (no. 4); p. 178-181
Author(s): Glasper, Alan

Abstract: The article offers information on the government plans for improve care with a learning disability or autism; and ongoing training pertinent to the care of people with learning disabilities and autism will become mandatory for a large group of healthcare workers.

Title: Learning disabilities and the role of the practice nurse.

Citation: Practice Nurse; Apr 2019; vol. 49 (no. 4); p. 19-23
Author(s): MORROW, DR GERRY

Abstract: The article focuses on the increasing number of women of reproductive age using regular contraception services as per the Family Planning Association (FPA). It discusses the recent reduction in the spending of contraception and sexual health services based on the Public Health budget as reported by the Advisory Group on Contraception (AGC).

Title: Case Studies Comparing Learning Profiles and Response to Instruction in Autism Spectrum Disorder and Oral and Written Language Learning Disability at Transition to High School.

Citation: Topics in Language Disorders; Apr 2019; vol. 39 (no. 2); p. 128-154
Author(s): Zajic, Matthew C.; Dunn, Michael; Berninger, Virginia W.
Abstract: This study investigated literacy learning in students with specific kinds of language challenges at a specific stage of schooling--transition to high school--when the language requirements of the curriculum can be especially challenging. For this exploratory research, a case study approach was adopted that compared 2 adolescent boys both with language learning problems but with 2 contrasting disabilities--autism spectrum disorder (ASD) versus oral and written language learning disability (OWL LD)--just before entry to ninth grade. Three research aims compared participants on (a) learning profiles assessed via a comprehensive psychoeducational assessment battery, (b) change in their learning profiles based on response to instruction to a computerized intervention, and (c) change in their personal narrative compositions and use of taught translation strategies collected during 6 lessons of the computerized intervention. Results indicated that participants demonstrated variable psychoeducational profiles and response to instruction that highlighted similar yet distinct patterns of strengths and weaknesses. Personal narrative writing samples showed that participants demonstrated distinct challenges, but only the participant with ASD showed no response to instruction and produced predominantly off-topic text. Results are discussed in reference to educational applications and future research design implications to understand the writing challenges experienced by children with ASD in reference to children with OWL LD or other specific learning disabilities.

Sources Used:

The following databases are used in the creation of this bulletin: BNI, CINAHL, Medline & PsycINFO.

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