

THE EFFECTIVENESS OF REATTACH THERAPY IN ADDRESSING BEHAVIORAL ISSUES IN CHILDREN WITH INTELLECTUAL DISABILITIES

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Abstract

Background: Issues with actions, interaction with others, and control of emotions encompass an extensive range of problems for kids with intellectual disabilities. Aggression, self-harming behaviours, impulsivity, hyperactivity, impatience, disobedience, difficulties in talking and establishing relationships are a few instances of such issues. These problems can make it difficult for them to go about everyday tasks without support.

Methods: Descriptive research design has been observed as most suitable. Along with that, interpretivism research philosophy and deductive research approach has been selected, the data are non-numeric and collected from secondary sources. Qualitative thematic analysis also has been done.

Result: PBS is a method to help kids having intellectual impairments who exhibit difficult behaviors through using ABA techniques. Both child-centred play therapy and CBT attempt to reduce hyperactivity and discomfort. Children with intellectual impairments benefit from parent training courses as it helps them act better and improves the bond among parent and child.

Conclusion: Individuals with intellectual disabilities may acquire skills on how to handle challenging behaviours with the help of Positive Behavior Support (PBS) and Applied Behavior Analysis (ABA). Improvements in these kids' interactions with others have been noticed in responses to child-centred play therapy, cognitive behavioural therapy (CBT), and parent training courses.

Keyword: Behavioural Issues, Intellectual Disabilities, Reattach Therapy, CBT, IQ Level

INTRODUCTION

Individuals with intellectual disabilities possess a lower-than-average IQ and fail to gain the skills and abilities necessary for living independently. This is a disorder of development that appears in childhood. Reasoning, solving problems, organizing, logical judgment, knowledge through experience and instruction, and practical application are all evaluated while trying to make an assessment of intellectual disability. Intelligence examinations, given one at a time by a psychologist, serve to assess such talents. About 3% of the general population, which is a diverse group of individuals, generally receives a diagnosis of intellectual impairment (ID) since their IQ is under 70 (Ashori, et al. 2019, p.390). Behavioural issues are common in children who have an ID, which can be detrimental to their everyday activities and be a symptom of or an indication of fundamental illnesses. In order to successfully address these behaviors, a multidisciplinary strategy must be used.

There can be different types of behavioural disorders observed in children who have an ID, such as sleep disturbances, anxiety in connection with attention-deficit hyperactivity disorder (ADHD), violence, and self-harm. It can be predicted that this was an established and thorough research study, with a lot of the particular suggestions coming from the writers' personal knowledge rather than from any kind of official agreement between them. They claim individuals with ID show behaviours including prejudice, animosity, and aggression that may end in harming others, themselves, or their possessions (Miranda et al.

2019, p.464). These behaviours are troublesome for those who are exhibiting them as well as their instructors and caretakers. Once a person's conduct gets excessive in terms of duration, frequency, or both, it starts to become dangerous. Restrictive or unpleasant reactions and isolation are bound to occur. Previous western studies showed that approximately ten percent of those with ID show serious difficult behaviours like self-injury, harm, assault, and disturbance. As additional kinds of misconduct, such as verbal aggression and outbursts of anger, are taken into account, the incidence increases to between 22.5% and 55.5%. A study performed in India discovered that the incidence and degree of violent and disruptive outbursts and self-harming behaviours among individuals who have ID varied. 7 Kids with ID possess a social context, which leads to their behaviour issues (Pacheco et al. 2020, p.556). Individuals with ID could have their strange actions misconstrued as indications of mental disorders due to an overall lack of understanding and awareness. Researchers have discovered that individuals with ID who show behavioural problems are more inclined to suffer from mental disorders.

Due to mental and interactive challenges, evaluating behavioural issues in people with ID can be highly challenging. Personal observation or report by caregivers and educators is the only way to evaluate behavioural issues for individuals with ID. Tools such as the "Developmental Behavioral Checklist (DBC)", "the Aberrant Behavior Checklist (ABC 12)", and the "Behavioral Assessment Scale for Assessment of Children with Mental

Retardation (BASIC-MR)” were developed to gather reliable data from educators and parents (Inoue, 2019, p.180). People surrounding the person with ID might consider a certain conduct difficult, but none has ever tried to grasp what the term “problem behaviour” means. “Intellectual impairment” can arise from a wide variety of causes.

Many diseases have genetic roots. Intellectual disability has become a common result of brain damage. The development of the brain is vulnerable to the consequences of numerous illnesses and conditions. Due to a broad range of potential beginnings, every disadvantage is unique. There is no consistent set of features that can be found. A particular type of characteristic cannot be seen in two different people. However, there are a few distinct syndromes that result in ID, and each one has a distinct set of characteristics. For instance, children with Williams syndrome frequently demonstrate extroversion. However, by definition, everybody with an ID is intellectually disabled. The issues arising from these limitations are all excessively prevalent. Lack of discipline is a good example among them. People with ID, who might remember, fail to make connections between causes and effects. As a consequence, problems with discipline develop. Being unable to regulate one’s feelings has broad negative effects. Low frustration tolerance is connected to this problem. The ability to deal with a little discomfort is essential when suppressing an inclination. Frustration tolerance describes this capacity or tolerance for frustration as a necessary life skill. People are better able to deal with the irritations of everyday life. As a result, the adverse effects arising from behaving impulsively are minimized. People who are unable to endure setbacks readily give up. Therefore, they make zero effort, and it is obvious that people cannot acquire the ability to deal with challenges if researchers lack experience doing so. It is not only that people have a low irritation tolerance, but there are also more occasions for dissatisfaction as a result of this. (McDonnell, et al. 2019, p.580) A child’s frustration level is likely to rise if an adult gets involved in his or her attempt to take an object. One could have a hard time recognizing the kindness displayed by the caregiver. It is essential to keep in mind that not everyone who has an ID has short patience. This serves as a case study of how much more likely it is that people might feel frustration.

Cognitive and communication disorders make it very hard to properly evaluate behavioral issues in people with ID. Only through personal observation or reported events can caregivers and educators assess behavioral problems in pupils who have ID (Kerns et al. 2021, p.791). Although numerous people in society might consider a particular pattern of actions problematic, researchers have never attempted to define what constitutes “problem behavior” among individuals with ID. Many variables cause intellectual disabilities; for instance, numerous variables may be linked back to heredity. An intellectual disadvantage can arise from an injury to the brain. The development of one’s brain can be influenced by specific illnesses and conditions. Due to numerous underlying factors, every disability is unique. There is not a single distinguishing feature or set of traits. However, some syndromes that cause ID have characteristics that are usual for those with these characteristics (Klaver et al. 2020, p.192). Williams syndrome is defined by friendliness in its younger patients.

Every individual with an ID is intellectually disabled. These limitations are at the heart of a lot of the issues that occur in real life. Managing impulses is one of these problems. One may remember that people with ID struggle with establishing the association between causes and effects. Consequently, this leads

to problems with control over one’s The consequences caused by the absence of self-control are numerous. A lack of tolerance for anger is a comparable issue. Being able to deal with moderate frustration is crucial for controlling urges (Hayward et al. 2021, p.160). Frustration endurance is related to this characteristic.

Learning the ability to keep going in the face of disappointment is important. It makes it easier for individuals to deal with the mundane stresses of daily life. This can help reduce the adverse outcomes arising from being impulsive. Those who are unable to endure frustration quickly quit. This causes them to make little effort at all. Being able to solve problems successfully calls for execution, which one cannot acquire if researchers do not attempt it. The issue is not limited to a lack of tolerance for displeasure (Singh et al. 2019, p.485). This comes with a great rise in possible causes of discomfort. As an adult comes in to stop a child from implementing something, the child gets frustrated. However, not everybody who has an ID possesses a short tolerance. The possibility of dissatisfaction is readily apparent in this situation.

METHODS AND SUBJECTS

Research design

Descriptive research design has been selected by the researcher as it can be considered a theoretical approach to studying a group of people with the aim of explaining and documenting its distinctive characteristics and methods of existence. The objective of a descriptive investigation is not to arrive at conclusions about causal linkages or the probability of particular outcomes (Junjie & Yingxin, 2022, p.280). However, it focuses on providing an understandable overview of the information so that ideas can be reached and trends examined and discovered. More comprehensive studies, such as supervised studies or trial designs, are needed to figure out whether or not reattachment therapy really assists with behavioral issues. This type of study involves comparing the outcomes of a group receiving reattachment therapy with those of a control group or making use of additional controls to isolate the impacts of the therapy.

Research approach

Researchers employ the deductive method to verify the reliability of their hypotheses and verify proven hypotheses. Comparing this with inductive research, the goal is to develop or refine a theory. Researchers may obtain the full context of a theory of society when they use inductive as well as deductive reasoning. Arguments based on a deductive approach can be both reasonable and incorrect. Scientific theories have been established through deductive reasoning (Borgianni & Maccioni, 2020, p.280). The deductive method involves developing a working hypothesis or theory as an initial basis, then gathering information to support or oppose the hypothesis. The behaviours of kids can be assessed before and after reattachment therapy is carried out, with outcomes contrasted to those of the control group or to the baseline, and the data examined to determine if there are statistically significant changes in behavioral problems.

Research philosophy

Interpretivism research philosophy has been identified as appropriate for the study. The basic principle of interpretivism is the belief that there are different fields of competing realities that are all socially produced. Therefore, it is to be maintained that humans can never know another person’s reality but only through their own perspective, as everyone’s view of the world is going to be uniquely influenced by their own cultural and

historical background. Using inquiry, interpretive techniques seek to build or uncover an in-depth understanding of the subject under study. Using an interpretivist viewpoint in the research at issue involves knowing more about the viewpoints of children with intellectual impairments who received reattachment therapy and how they think it has assisted them with their behavioral issues. It includes learning about the therapeutic process from the therapist's, parent's, and caretaker's points of view.

Data collection

Obtaining information that is already available is known as secondary data collection. The information was previously gathered and analyzed mathematically and remains the researcher's copyright. In addition, this is information that has been collected from primary resources and then made public. Secondary data is data acquired by means other than the primary study. In the present case the researcher has collected data from journals, articles and newspapers therefore it can be called secondary data collection. A researcher may collect data themselves or have it gathered by others. The overall quality of an investigation can be enhanced by collecting and synthesising information previously gathered. Qualitative as well as quantitative methods may be used when collecting additional data. Quantitative data concentrates on visible traits, whereas qualitative information explores abstract aspects. Quantitative data is based on hard data and numbers, including counts and ratios. Secondary data collection relies mostly on quantitative information, but the investigator's final goal determines which of the two kinds of secondary data gathering they can use.

Data analysis

Information on the opinions, emotions, values, and behaviors collected in a social context can be described as qualitative data. Qualitative data analysis is a non-numerical analysis that is totally opposite of quantitative data. It usually comes in the form of words and is extremely personal, content-rich, and in-depth. Studying a great deal of transcripts for trends, concepts, and classes within qualitative data requires a lot of time and effort. The procedure is simplified and requires less knowledge of technology when qualitative data is used. In the present case theme based analysis has been performed by tej researcher.

RESULT

Theme 1: Positive Behavior Support (PBS) can help the children with intellectual disabilities

The term "positive behavior support" (PBS) refers to a complex strategy for assisting a person with intellectual disabilities whose actions are considered challenging by others. The discipline of behavior analysis incorporates PBS as one of its numerous uses. There are three related subdivisions within the area of behavioral analysis: the theoretical examination of behavior (radical behaviorism), the experimental analysis of behavior (EBA), and applied behavior analysis (ABA) (Beqiraj et al. 2022, p.734). The summary of ABA that is given by the researchers is a field of study in which strategies derived from the fundamentals of behavior analysis are consistently utilized to improve behaviors that are socially important, and experimentation is used to identify the factors that cause behavior modification.

PBS utilizes the procedure that are ABA based and focus on developing a functional assessment of the social and physical context within which difficult behavior occurs, including direct behavioral observations, interviews, record reviews, and action rating scales. The inclusion and participation of important

stakeholders, including friends, relatives, other relatives and assessment of the effectiveness of broad individual plans for solving the root causes of the difficult behavior. Strategies to reduce the probability of the problem behavior, such as environmental arrangements, personal support, changes in activities, instructions, and expectations, instruction of skills that substitute for the problem behavior, employing positive reinforcement to encourage acceptable conduct, and guaranteeing that acting continues, are all components of a successful behavioral therapy plan.

Theme 2: Effectivity of "child-centred play therapy" on hyperactivity and irritability behvaioyr in the children with intellectual disabilities

Social interaction, collaborative focus, and control of emotions are only a few of the primary challenges associated with ASD that can be addressed by child-centered play therapy. Another personalized mental health tactic, child-centered play therapy seeks to use a therapeutic relationship in order to help kids accept greater accountability for what they do and decrease their capacity to take part in negative conduct against others (Bowring et al. 2020, p.200). At the end of the intervention, people in the child-centered play therapy group exhibited an important reduction in expressing behavior, but there was no significant distinction between groups. Treatments, including pivotal response therapy (PRT), have been shown to assist autistic children with behavioral problems as well as improve their social and communication abilities. Researchers have used the PRT to evaluate an additional result of internalizing as well as externalizing behavior and discovered no statistically significant difference between the control and treatment groups. Similar results have been published by other researchers who found no intervention-related variations in irritation and hyperactivity among the treatment and untreated groups.

Theme 3: CBT can help people having intellectual disabilities

CBT is an aspect of psychotherapy which uses two concepts that are interrelated. The primary concept is that one's feelings and behaviors are affected by one's thoughts or thinking, and the second is that one's behaviors consequently affect one's thoughts and feelings (Schottelkorb, et al. 2020, p.70). In CBT, cognitive techniques typically take center stage. Due to the reciprocal nature of thoughts influencing behavior, CBT is a form of psychotherapy that combines cognitive interventions such as changing incorrect thinking with behavioral therapies such as exposure therapy. The therapist's primary duty is to assist the patient in identifying harmful subconscious ideas, which are the initial ideas that come into the mind but can have a significant impact on future behaviours and emotions.

CBT thus depends heavily on behavioral therapies. The effects of difficult feelings or automatic physical responses can be reduced through the application of behavioral methods, yet modifications to cognition frequently have an advantageous impact on actions. Systematic desensitization, grading the assignment of tasks, time management, and breathing and calming exercises are a few of the most frequently used behavioral treatments (Perryman et al. 2020, p.104). Although all psychotherapy requires a therapist to be welcoming, genuine, and empathetic, CBT relies on an idea called "collaborative empiricism". This assumes both the client and therapist will work jointly to set and work toward goals and also recognize and alter any problematic ways of thinking or acting.

Theme 4: Parent training in case of young children with intellectual abilities through a randomised and control trial

Children with typically developing parents who had trouble with behavioral problems have an extended record of benefitting from classes on parenting. Parenting classes have foundations in development psychopathology, operating theory, and socialization theory. Researchers show how strengthening parenting skills and concentrating on relationships between parents and kids can have an adverse impact on child behavioral issues (Hronis et al. 2020, p.67). Parent training has been demonstrated to be successful at decreasing forceful and disruptive behaviors in kids who typically struggle with behavioral issues, while additionally enhancing parental competence and parent-child relationships.

Children with intellectual disabilities are not considered a target population of the IYPT, but other programs for parents are used with them (Zamani et al. 2019, p.60). Adapted behavior, self-help abilities, spoken language, and academic abilities frequently constitute the primary objectives of programs for kids with intellectual impairments, compared to parent education for families coping with kids who exhibit behavioral problems. Additional promising methods for incorporating parents into preventive and intervention strategies in order to reduce the risk of childhood problems with behavior include early childhood programs that employ good behavioral interventions and establish parent-professional relationships (Bemmer et al. 2021). Traditional parent training programs for children with developmental disabilities have been developed with the goal of decreasing problem behavior; however, these programs typically focus on children with more serious behavior problems or behavior disorders, older children or use individualized approaches based on functional analyses of behavior.

DISCUSSION

Children with intellectual disabilities have not been selected as targets of the IYPT, but alternative parent training programs are used for them. Adapted conduct, self-help abilities, language, and academic skills are the focus of programs for children with intellectual disabilities, compared to parent training for families coping with kids who display behavioral issues. Additional effective models for incorporating “parents in prevention and intervention” approaches to minimize “risk for childhood behavior” issues include “early childhood programs” that employ “positive behavioral supports” and develop “parent-professional partnerships” (Lindgren et al. 2020, p.50). Traditional training programs for parents of children with intellectual disabilities have been established with the objective of “decreasing problem behavior”, however, these kinds of programs typically focus on the children with more severe “behavior problems or established behavior disorders”, older kids, or employ customized methods based on functional evaluations of behavior.

The PBS framework can be demonstrated by essential PBS parts and properly characterized as a function-informed approach to assist kids with developmental impairments in special education situations. An appropriate intervention for families of young kids with a developmental delay or disabilities involves the modified IYPT program (Potharst et al. 2019, p.1550). Furthermore, when compared to a typical group, the data suggest that this program is effective in reducing “negative and inappropriate parent-child interactions” and “child behavior issues”. The researchers found no significant distinction between the control and experimental groups in parents’ personal assessments of their kids’ beneficial and detrimental

impacts on the family. It suggests that parents’ personal perceptions of negative effects or stress can decrease, and parents’ objective reports of beneficial effects could rise as a result of receiving typical support such as early intervention, preschool programs. The fact that early education and family services for kids, such as an “Individualized Family Service Plan” and IEP special education, along with associated services, actually minimize stress for parents and boost parent-reported favorable emotions toward the child necessitate additional studies. The current study indicates that greater baseline levels of stress and child behavior problems have been linked with greater after-treatment improvement in these domains via the IYPT Program with Developmental Disabilities (Thurm, et al. 2019, p.526). For example, parental stress could have contributed to the desire for family support.

Thus, a larger study into the impact of assistance on child and parent results is needed. Although it has been proven that experimental therapy proved more successful when kids had more serious behavioral problems before getting it. It is essential to remember that this does not change the fact that the treatment comes within the scope of secondary prevention. Regarding their developmental condition, all children have been determined to be susceptible to behavior disorders. Approximately fifty percent of the participants in a study obtained CBCL scores that were sufficiently elevated to suggest a potential risk for a behavioral issue. However, no one had ever been diagnosed with a behavioral disorder at the time of the study.

CONCLUSION

Many different approaches to assisting kids with intellectual impairments and their difficulties with behavior have been attempted. Individuals with intellectual disabilities have been demonstrated to gain advantages from Positive Behavior Support (PBS), which employs Applied Behavior Analysis (ABA) methods to identify and address the causes of difficult behavior. From the entire discussion, it can be concluded that the impact of child-centered play therapy on hyperactivity and irritation in intellectually disabled children has been investigated and studied. Although there has been proof from certain studies that it can help decrease problematic conduct, Cognitive-Behavioral Therapy (CBT), which aims to identify and alter dysfunctional ways of thinking and behaving, has been shown to be helpful to individuals with developmental disabilities. In spite of helping children with behavioral problems act better and improve their ties with their parents, parent training courses have demonstrated promising outcomes.

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