













KEY Quantitative Paper Qualitative Paper Other Text/ Opinion ✓ Quantitative Research evidence ✓ Qualitative Research Evidence ✓ Opinion or textual evidence	Study Type – JBI Category	Biology					Skills								Motivation		Caregiver Factors					Environmental Context				Intervention Characteristics																			
		Diagnosis and phenotype	Intellectual functioning	Temperament	Biological and physiological factors	Chronological age	Self-concept	Socio-emotional	Language and communication	Cognition and executive functioning	Self-determination	Play and leisure	Persistence	Adaptive functioning	Intrinsic motivation	External supports for autonomous motivation	Caregiver well-being	Caregiver-child relationships/ interactions	Caregiver expectations and beliefs	Caregiver skills and knowledge	Supporting child growth and success	Social	Temporal	Physical	Task characteristics	Self-determination	Self-management	Positive behaviour interventions and supports	Cognitive behavioural therapy	Explicit instruction	Arts-based	Physical activity	Mindfulness-based	Relationships-based	Caregiver well-being focused	Environmental	Technology-based	Health-related	Pharmaceutical	Multi-component					
	(Shogren et al., 2017)	Text and opinion	✓ ✓				✓							✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓															✓			
	(Siegel, 2018)	Systematic review	✓ ✓	✓																																									
	(Siegel et al., 2015)	Analytical cross-sectional	✓ ✓			✓																																							
	(Singh et al., 2017)	Case report	✓ ✓	✓																	✓						✓	✓											✓	✓	✓				
	(Smith et al., 2018)	Analytical cross-sectional	✓			✓																																							
	(Stevens et al., 2010)	Case report	✓ ✓			✓																					✓ ✓											✓		✓	✓				
	(Stevenson & Crnic, 2013)	Cohort																			✓																								
	(Stiles-Shields et al., 2019)	Systematic review																										✓																	
	(Sullivan et al., 2007)	Analytical cross-sectional	✓																																										
	(Sullivan et al., 2012)	Qualitative																																											
	(Switzky, 2004)	Text and opinion	✓ ✓			✓									✓	✓	✓	✓	✓		✓					✓	✓																✓		
	(te Brinke et al., 2022)	Quasi-experimental	✓ ✓																																										
	(Thompson et al., 2018)	Text and opinion	✓ ✓			✓									✓	✓					✓	✓	✓	✓				✓																	
	(van der Burg et al., 2018)	Case series																								✓	✓																		
	(van der Veek et al., 2009a)	Analytical cross-sectional																																											
	(van der Veek et al., 2009b)	Analytical cross-sectional																																											
	(Varsamis & Agalotis, 2011)	Case control	✓ ✓																																										
	(Varsamis & Agalotis, 2015)	Analytical cross-sectional	✓ ✓	✓			✓			✓	✓								✓																										





## References

- Agran, M., Blanchard, C., Wehmeyer, M., & Hughes, C. (2002). Increasing the problem-solving skills of students with developmental disabilities participating in general education. *Remedial and Special Education, 23*(5), 279-288. <https://doi.org/10.1177/07419325020230050301>
- Agran, M., Cavin, M., Wehmeyer, M., & Palmer, S. (2006). Participation of students with moderate to severe disabilities in the general curriculum: The effects of the self-determined learning model of instruction. *Research and Practice for Persons with Severe Disabilities, 31*(3), 230-241. <https://doi.org/10.1177/154079690603100303>
- Baker, B. L., Neece, C. L., Fenning, R. M., Crnic, K. A., & Blacher, J. (2010). Mental disorders in five-year-old children with or without developmental delay: Focus on ADHD. *Journal of Clinical Child & Adolescent Psychology, 39*(4), 492-505. <https://doi.org/10.1080/15374416.2010.486321>
- Baranek, G. T., Chin, Y. H., Hess, L. M. G., Yankee, J. G., Hatton, D. D., & Hooper, S. R. (2002). Sensory processing correlates of occupational performance in children with fragile X syndrome: Preliminary findings. *American Journal of Occupational Therapy, 56*(5), 538-546. <https://doi.org/10.5014/ajot.56.5.538>
- Barnard-Brak, L., Ivey-Hatz, J., Ward, A. K., & Tianlan, W. (2014). Self-regulation and social interaction skills among children with autism across time. *Advances in Mental Health and Intellectual Disabilities, 8*(4), 271-279. <https://doi.org/10.1108/AMHID-12-2012-0007>
- Barrett, K. C., & Fidler, D. J. (2008). Tonguing behaviours in persons with Down syndrome: Moderator of the effects of negative mood on behaviour problems. *Journal of Intellectual and Developmental Disability, 33*(4), 303-315. <https://doi.org/10.1080/13668250802438967>
- Barrett, K. C., Fox, N. A., Morgan, G. A., Fidler, D. J., & Daunhauer, L. A. (Eds.). (2013). *Handbook of self-regulatory processes in development: New directions and international perspectives*. Psychology Press.
- Baurain, C., & Nader-Grosbois, N. (2012). Socio-emotional regulation in children with intellectual disability and typically developing children in interactive contexts. *ALTER, European Journal of Disability Research, 6*(2), 75-93. <https://doi.org/10.1016/j.alter.2012.02.001>
- Baurain, C., & Nader-Grosbois, N. (2013). Theory of Mind, socio-emotional problem-solving, socio-emotional regulation in children with intellectual disability and in typically developing children. *Journal of Autism and Developmental Disorders, 43*(5), 1080-1097. <https://doi.org/10.1007/s10803-012-1651-4>
- Baurain, C., Nader-Grosbois, N., & Dionne, C. (2013). Socio-emotional regulation in children with intellectual disability and typically developing children, and teachers' perceptions of their social adjustment. *Research in Developmental Disabilities, 34*(9), 2774-2787. <https://doi.org/10.1016/j.ridd.2013.03.022>
- Beck, K. B., Northrup, J. B., Breitenfeldt, K. E., Porton, S., Day, T. N., MacKenzie, K. T., Conner, C. M., & Mazefsky, C. A. (2022). Stakeholder informed development of the Emotion Awareness and Skills Enhancement team-based program (EASE-Teams). *Autism, 26*(3), 586-600. <https://doi.org/10.1177/13623613211061936>
- Berkovits, L. D., & Baker, B. L. (2014). Emotion dysregulation and social competence: stability, change and predictive power. *Journal of Intellectual Disability Research, 58*(8), 765-776. <https://doi.org/10.1111/jir.12088>
- Berry-Kravis, E., Hagerman, R., Budimirovic, D., Erickson, C., Heussler, H., Tartaglia, N., Cohen, J., Tassone, F., Dobbins, T., Merikle, E., Sebree, T., Tich, N., Palumbo, J. M., & Stephen, O. Q. (2022). A randomized, controlled trial of ZYN002 cannabidiol transdermal gel in children and adolescents with fragile X syndrome (CONNECT-FX). *Journal of Neurodevelopmental Disorders, 14*, 1-15. <https://doi.org/10.1186/s11689-022-09466-6>
- Bieberich, A. A., & Morgan, S. B. (2004). Self-regulation and affective expression during play in children with autism or Down syndrome: A short-term longitudinal study. *Journal of Autism and Developmental Disorders, 34*(4), 439-448. <https://doi.org/10.1023/B:JADD.0000037420.16169.28>
- Black, C. J., Hogan, A. L., Smith, K. D., & Roberts, J. E. (2021). Early behavioral and physiological markers of social anxiety in infants with fragile X syndrome. *Journal of Neurodevelopmental Disorders, 13*, 1-9. <https://doi.org/10.1186/s11689-021-09356-3>
- Bolourian, Y. R. (2018). *Co-occurring behavior problems in youth with intellectual and developmental disabilities: A developmental perspective* (Publication No. 13419208) [Doctoral dissertation, University of California, Riverside]. APA PsycInfo.

- Boswell, M. A., Knight, V., & Spriggs, A. D. (2013). Self-monitoring of on-task behaviors using the MotivAider® by a middle school student with a moderate intellectual disability. *Rural Special Education Quarterly*, 32(2), 23-30. <https://doi.org/10.1177/875687051303200205>
- Buckley, S. (2001). Editorial. *Down syndrome: Research & Practice*, 7(2), v-vii. <https://library.down-syndrome.org/en-gb/research-practice/07/2/editorial/>
- Caplan, B., & Baker, B. L. (2017). Maternal control and early child dysregulation: Moderating roles of ethnicity and child delay status. *Journal of Intellectual Disability Research*, 61(2), 115-129. <https://doi.org/10.1111/jir.12280>
- Carotenuto, M., Roccella, M., Pisani, F., Matricardi, S., Verrotti, A., Farello, G., Operto, F. F., Bitetti, I., Precenzano, F., Messina, G., Ruberto, M., Ciunfrini, C., Riccardi, M., Merolla, E., Pastorino, G. M. G., Polito, A. N., & Marotta, R. (2019). Polysomnographic findings in fragile X syndrome children with EEG abnormalities. *Behavioural Neurology*, 2019. <https://doi.org/10.1155/2019/5202808>
- Castillo, J., Ostermaier, K. K., Fremion, E., Collier, T., Huirong, Z., Huang, G. O., Duong, T., & Castillo, H. (2017). Urologic self-management through intermittent self-catheterization among individuals with spina bifida: A journey to self-efficacy and autonomy. *Journal of Pediatric Rehabilitation Medicine*, 10(3/4), 219-226. <https://doi.org/10.3233/PRM-170447>
- Chou, Y., Wehmeyer, M. L., Palmer, S. B., & Lee, J. (2017). Comparisons of self-determination among students with autism, intellectual disability, and learning disabilities: A multivariate analysis. *Focus on Autism and Other Developmental Disabilities*, 32(2), 124-132. <https://doi.org/10.1177/1088357615625059>
- Clark, E., Olympia, D. E., Jensen, J., Heathfield, L. T., & Jenson, W. R. (2004). Striving for autonomy in a contingency-governed world: Another challenge for individuals with developmental disabilities. *Psychology in the Schools*, 41(1), 143-153. <https://doi.org/10.1002/pits.10146>
- Clemons, L. L., Mason, B. A., Garrison-Kane, L., & Wills, H. P. (2016). Self-monitoring for high school students with disabilities: A cross-categorical investigation of I-Connect. *Journal of Positive Behavior Interventions*, 18(3), 145-155. <https://doi.org/10.1177/1098300715596134>
- Cross, J., Yang, J., Johnson, F. R., Quiroz, J., Dunn, J., Raspa, M., & Bailey, D. B. Jr. (2016). Caregiver preferences for the treatment of males with fragile X syndrome. *Journal of Developmental & Behavioral Pediatrics*, 37(1), 71-79. <https://doi.org/10.1097/DBP.0000000000000234>
- Croydon, A., Remington, A., Kenny, L., & Pellicano, E. (2019). 'This is what we've always wanted': Perspectives on young autistic people's transition from special school to mainstream satellite classes. *Autism & Developmental Language Impairments*, 4. <https://doi.org/http://dx.doi.org/10.1177/2396941519886475>
- Cuskelly, M., Gilmore, L., Glenn, S., & Jobling, A. (2016). Delay of gratification: A comparison study of children with Down syndrome, moderate intellectual disability and typical development. *Journal of Intellectual Disability Research*, 60(9), 865-873. <https://doi.org/10.1111/jir.12262>
- Cuskelly, M., & Stubbins, P. (2006). Self-imposed delay of gratification in adolescents with Down syndrome. *Journal on Developmental Disabilities*, 12(1, Suppl. 2), 19-28. [https://oadd.org/wp-content/uploads/2016/12/cuskelly\\_stubbins.pdf](https://oadd.org/wp-content/uploads/2016/12/cuskelly_stubbins.pdf)
- Cuskelly, M., Zhang, A., & Hayes, A. (2003). A mental age-matched comparison study of delay of gratification in children with Down syndrome. *International Journal of Disability, Development and Education*, 50(3), 239-251. <https://doi.org/10.1080/1034912032000120435>
- Davico, C., Marcotulli, D., Cudia, V. F., Arletti, L., Ghiggia, A., Svevi, B., Faraoni, C., Amianto, F., Ricci, F., & Vitiello, B. (2022). Emotional dysregulation and adaptive functioning in preschoolers with autism spectrum disorder or other neurodevelopmental disorders. *Frontiers in Psychiatry*, 13, 846146. <https://doi.org/10.3389/fpsy.2022.846146>
- de l'Etoile, S., Behura, S., & Zopluoglu, C. (2017). Acoustic parameters of infant-directed singing in mothers of infants with Down syndrome. *Infant Behavior and Development*, 49, 151-160. <https://doi.org/10.1016/j.infbeh.2017.09.001>
- De Schipper, J. C., & Schuengel, C. (2010). Attachment behaviour towards support staff in young people with intellectual disabilities: Associations with challenging behaviour. *Journal of Intellectual Disability Research*, 54(7), 584-596. <https://doi.org/10.1111/j.1365-2788.2010.01288.x>
- des Portes, V. (2020). Intellectual disability. In A. Gallagher, C. Bulteau, D. Cohen, & J. L. Michaud (Eds.), *Handbook of clinical neurology: Vol. 174. Neurocognitive development: Disorders and disabilities* (pp. 113-126). Elsevier. <https://doi.org/10.1016/B978-0-444-64148-9.00009-0>

- Diegelmann, K. M., & Test, D. W. (2018). Effects of a self-monitoring checklist as a component of the "Self-Directed IEP". *Education and Training in Autism and Developmental Disabilities*, 53(1), 73-83. <https://www.jstor.org/stable/26420428>
- Douglas, K. H., & Uphold, N. M. (2014). iPad® or iPod Touch®: Evaluating self-created electronic photographic activity schedules and student preferences. *Journal of Special Education Technology*, 29(3), 1-14. <https://doi.org/10.1177/016264341402900301>
- Dovgan, K., Clay, C. J., & Tate, S. A. (2020). Dog phobia intervention: A case study in improvement of physiological and behavioral symptoms in a child with intellectual disability. *Developmental Neurorehabilitation*, 23(2), 121-132. <https://doi.org/10.1080/17518423.2019.1683909>
- Dučić, B., Gligorović, M., & Kaljača, S. (2018). Relation between working memory and self-regulation capacities and the level of social skills acquisition in people with moderate intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 31(2), 296-307. <https://doi.org/10.1111/jar.12385>
- Eisenhower, A. S., Baker, B. L., & Blacher, J. (2007). Early student-teacher relationships of children with and without intellectual disability: Contributions of behavioral, social, and self-regulatory competence. *Journal of School Psychology*, 45(4), 363-383. <https://doi.org/10.1016/j.jsp.2006.10.002>
- Embregts, P. J. C. M. (2000). Effectiveness of video feedback and self-management on inappropriate social behavior of youth with mild mental retardation. *Research in Developmental Disabilities*, 21(5), 409-423. [https://doi.org/10.1016/s0891-4222\(00\)00052-4](https://doi.org/10.1016/s0891-4222(00)00052-4)
- Embregts, P. J. C. M. (2002a). Effect of resident and direct-care staff training on responding during social interactions. *Research in Developmental Disabilities*, 23(5), 353-366. [https://doi.org/10.1016/s0891-4222\(02\)00134-8](https://doi.org/10.1016/s0891-4222(02)00134-8)
- Embregts, P. J. C. M. (2002b). Effects of video feedback on social behaviour of young people with mild intellectual disability and staff responses. *International Journal of Disability, Development and Education*, 49(1), 105-116. <https://doi.org/10.1080/10349120120115361>
- Embregts, P., & Van Nieuwenhuijzen, M. (2009). Social information processing in boys with Autistic Spectrum Disorder and mild to borderline intellectual disabilities. *Journal of Intellectual Disability Research*, 53(11), 922-931. <https://doi.org/10.1111/j.1365-2788.2009.01204.x>
- Esbensen, A. J., Hoffman, E. K., Shaffer, R. C., Patel, L. R., & Jacola, L. M. (2021). Relationship between parent and teacher reported executive functioning and maladaptive behaviors in children with Down syndrome. *American Journal on Intellectual and Developmental Disabilities*, 126(4), 307-323. <https://doi.org/10.1352/1944-7558-126.4.307>
- Fallea, A., Zuccarello, R., Roccella, M., Quatrosi, G., Donadio, S., Vetri, L., & Cali, F. (2022). Sensory-adapted dental environment for the treatment of patients with autism spectrum disorder. *Children (Basel, Switzerland)*, 9(3). <https://doi.org/10.3390/children9030393>
- Fidler, D. J., Will, E., Daunhauer, L. A., Gerlach-McDonald, B., & Visootsak, J. (2014). Object-related generativity in children with Down syndrome. *Research in Developmental Disabilities*, 35(12), 3379-3385. <https://doi.org/10.1016/j.ridd.2014.07.024>
- Fidler, D. J. P., Most, D. E. P., Booth-LaForce, G. P., & Kelly, J. F. P. (2008). Emerging social strengths in young children with Down syndrome. *Infants and Young Children*, 21(3), 207. <http://doi.org/10.1097/01.IYC.0000324550.39446.1f>
- Firman, K. B., Beare, P., & Loyd, R. (2002). Enhancing self-management in students with mental retardation: Extrinsic versus intrinsic procedures. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(2), 163-171. <https://www.jstor.org/stable/23879826>
- Fontana, M., Usai, M. C., Toffalini, E., & Passolunghi, M. C. (2021). Meta-analysis on inhibition from childhood to young adulthood in people with Down syndrome. *Research in Developmental Disabilities*, 109, N.PAG-N.PAG. <https://doi.org/10.1016/j.ridd.2020.103838>
- Francis, S. M., Sagar, A., Levin-Decanini, T., Liu, W., Carter, C. S., & Jacob, S. (2014). Oxytocin and vasopressin systems in genetic syndromes and neurodevelopmental disorders. *Brain Research*, 1580, 199-218. <https://doi.org/10.1016/j.brainres.2014.01.021>
- Gilmore, L., & Cuskelly, M. (2013). Mastery motivation in children with Down syndrome: Promoting and sustaining interest in learning. In R. Faragher & B. Clarke (Eds.), *Educating learners with Down syndrome: Research, theory, and practice with children and adolescents* (pp. 60-82). Routledge. <https://doi.org/10.4324/9781315883588>

- Gilmore, L., & Cuskelly, M. (2014). Vulnerability to loneliness in people with intellectual disability: An explanatory model. *Journal of Policy and Practice in Intellectual Disabilities*, 11(3), 192-199. <https://doi.org/10.1111/jppi.12089>
- Gilmore, L., & Cuskelly, M. (2017). Associations of child and adolescent mastery motivation and self-regulation with adult outcomes: A longitudinal study of individuals with Down syndrome. *American Journal on Intellectual and Developmental Disabilities*, 122(3), 235-246, 282, 284. <https://doi.org/10.1352/1944-7558-122.3.235>
- Gilmore, L., Cuskelly, M., & Hayes, A. (2003). Self-regulatory behaviors in children with Down syndrome and typically developing children measured using the Goodman Lock Box. *Research in Developmental Disabilities*, 24(2), 95-108. [https://doi.org/10.1016/S0891-4222\(03\)00012-X](https://doi.org/10.1016/S0891-4222(03)00012-X)
- Gilson, C. B., Carter, E. W., & Biggs, E. E. (2017). Systematic review of instructional methods to teach employment skills to secondary students with intellectual and developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 42(2), 89-107. <https://doi.org/10.1177/1540796917698831>
- Girgis, M., Paparo, J., & Kneebone, I. (2021). A systematic review of emotion regulation measurement in children and adolescents diagnosed with intellectual disabilities. *Journal of Intellectual & Developmental Disability*, 46(1), 90-99. <https://doi.org/10.3109/13668250.2020.1784520>
- Glenn, S., & Cunningham, C. (2002). Self-regulation in children and young people with Down syndrome. In M. Cuskelly, A. Jobling, & S. Buckley (Eds.), *Down syndrome across the life span* (pp. 28-39). Whurr Publishers. <https://doi.org/10.1002/9780470777886.ch3>
- Gligorović, M., & Buha Đurović, N. (2014). Inhibitory control and adaptive behaviour in children with mild intellectual disability. *Journal of Intellectual Disability Research*, 58(3), 233-242. <https://doi.org/10.1111/jir.12000>
- Green, S., & Baker, B. (2011). Parents' emotion expression as a predictor of child's social competence: Children with or without intellectual disability. *Journal of Intellectual Disability Research*, 55(3), 324-338. <https://doi.org/10.1111/j.1365-2788.2010.01363.x>
- Greenlee, J. L., Stelter, C. R., Piro-Gambetti, B., & Hartley, S. L. (2021). Trajectories of dysregulation in children with autism spectrum disorder. *Journal of Clinical Child and Adolescent Psychology*, 50(6), 858-873. <https://doi.org/10.1080/15374416.2021.1907752>
- Gumpel, T. P. (2007). Are social competence difficulties caused by performance or acquisition deficits? The importance of self-regulatory mechanisms. *Psychology in the Schools*, 44(4), 351-372. <https://doi.org/10.1002/pits.20229>
- Guralnick, M. J. (2006). Peer relationships and the mental health of young children with intellectual delays. *Journal of Policy and Practice in Intellectual Disabilities*, 3(1), 49-56. <https://doi.org/10.1111/j.1741-1130.2006.00052.x>
- Hadders-Algra, M., Tacke, U., Pietz, J., Rupp, A., & Philippi, H. (2020). Standardized Infant NeuroDevelopmental Assessment developmental and socio-emotional scales: reliability and predictive value in an at-risk population. *Developmental Medicine & Child Neurology*, 62(7), 845-853. <https://doi.org/10.1111/dmcn.14423>
- Hall, A. M., & Theron, L. C. (2016). Resilience processes supporting adolescents with intellectual disability: A multiple case study. *Intellectual and Developmental Disabilities*, 54(1), 45-62. <https://doi.org/10.1352/1934-9556-54.1.45>
- Hall, S. S., Lightbody, A. A., Huffman, L. C., Lazzaroni, L. C., & Reiss, A. L. (2009). Physiological correlates of social avoidance behavior in children and adolescents with fragile X syndrome. *American Academy of Child and Adolescent Psychiatry. Journal*, 48(3), 320-329. <https://doi.org/10.1097/CHI.0b013e318195bd15>
- Hauser-Cram, P., Warfield, M. E., Shonkoff, J. P., Krauss, M. W., Sayer, A., Upshur, C. C. & Hodapp, R. M. (2001). Children with disabilities: A longitudinal study of child development and parent well-being. *Monographs of the Society for Research in Child Development*, 66(3), i-126. <https://www.jstor.org/stable/3181571>
- Heilman, K. J., Harden, E. R., Zageris, D. M., Berry-Kravis, E., & Porges, S. W. (2011). Autonomic regulation in fragile X syndrome. *Developmental Psychobiology*, 53(8), 785-795. <https://doi.org/10.1002/dev.20551>
- Herzig, L., de Lacy, N., Capone, G., & Radesky, J. (2018). Intellectual disability and psychotropic medications. *Journal of Developmental and Behavioral Pediatrics*, 39(7), 591-593. <https://doi.org/10.1097/DBP.0000000000000613>
- Hessl, D., Schweitzer, J. B., Nguyen, D. V., McLennan, Y. A., Johnston, C., Shickman, R., & Chen, Y. (2019). Cognitive training for children and adolescents with fragile X syndrome: A randomized controlled trial of Cogmed. *Journal of Neurodevelopmental Disorders*, 11. <https://doi.org/10.1186/s11689-019-9264-2>

- Hoppe, S. E. (2004). Improving transition behavior in students with disabilities using a multimedia personal development program: Check and connect. *TechTrends: Linking Research & Practice to Improve Learning*, 48(6), 43-46. <https://doi.org/10.1007/BF02763582>
- Jahromi, L. B., Gulsrud, A., & Kasari, C. (2008). Emotional competence in children with Down syndrome: Negativity and regulation. *American Journal on Mental Retardation*, 113(1), 32-43. <https://meridian.allenpress.com/ajidd/article-abstract/113/1/32/1007/Emotional-Competence-in-Children-With-Down>
- Jalloul, F., & El-Daou, B. (2016). The effect of training individuals with mild intellectual disability in scaffolding strategies and computer software on their generalization skills. *World Journal on Educational Technology: Current Issues*, 8(3), 277-293. <https://files.eric.ed.gov/fulltext/EJ1142261.pdf>
- Kaya, A., & Yöntem, M. K. (2021). Adaptation of AIR Self-Determination Scale - Educator Version to Turkish (AIR SDS-TR). *International Electronic Journal of Elementary Education*, 14(1), 79-86. <https://doi.org/10.26822/iejee.2021.230>
- King-Sears, M. E. (2008). Using teacher and researcher data to evaluate the effects of self-management in an inclusive classroom. *Preventing School Failure*, 52(4), 25-36. <https://doi.org/10.3200/PSFL.52.4.25-36>
- Klusek, J. (2012). *Pragmatic language in autism and fragile X syndrome: Links with physiological arousal and anxiety* [Doctoral dissertation, University of North Carolina at Chapel Hill]. ProQuest. <https://doi.org/10.17615/n8n8-g904>
- Klusek, J., Martin, G. E., & Losh, M. (2013). Physiological arousal in autism and fragile X syndrome: Group comparisons and links with pragmatic language. *American Journal on Intellectual & Developmental Disabilities*, 118(6), 475-495. <https://doi.org/10.1352/1944.7558-118.6.475>
- Kuntz, E. M., & Carter, E. W. (2019). Review of interventions supporting secondary students with intellectual disability in general education classes. *Research and Practice for Persons with Severe Disabilities*, 44(2), 103-121. <https://doi.org/10.1177/1540796919847483>
- Lemcke, S., Parner, E. T., Bjerrum, M., Thomsen, P. H., & Lauritsen, M. B. (2018). Early regulation in children who are later diagnosed with autism spectrum disorder: A longitudinal study within the Danish National Birth Cohort. *Infant Mental Health Journal*, 39(2), 170-182. <https://doi.org/10.1002/imhj.21701>
- Loveall, S. J., Conners, F. A., Tungate, A. S., Hahn, L. J., & Osso, T. D. (2017). A cross-sectional analysis of executive function in Down syndrome from 2 to 35 years. *Journal of Intellectual Disability Research*, 61(9), 877-887. <https://doi.org/10.1111/jir.12396>
- Luber, J. (2018). *Effects of PEER-DM on self-determination in adolescents with intellectual and developmental disabilities* (Publication No. 10835811) [Doctoral dissertation, St. John's University]. ProQuest Dissertations Publishing.
- Maljaars, J., Noens, I., Jansen, R., Scholte, E., & van Berckelaer-Onnes, I. (2011). Intentional communication in nonverbal and verbal low-functioning children with autism. *Journal of Communication Disorders*, 44(6), 601-614. <https://doi.org/10.1016/j.jcomdis.2011.07.004>
- Marquis, W. A. S. (2017). *A longitudinal perspective on parent-child conflict and conflict resolution in youth with or without developmental disability* (Publication No. 10620310) [Doctoral dissertation, University of California]. ProQuest Dissertations Publishing.
- Martin, A. J., Sperling, R. A., & Newton, K. J. (Eds.). (2020). *Handbook of educational psychology and students with special needs*. Routledge/Taylor & Francis Group.
- Matherly, S. M., Klusek, J., Thurman, A. J., McDuffie, A., Abbeduto, L., & Roberts, J. E. (2018). Cortisol profiles differentiated in adolescents and young adult males with fragile X syndrome versus autism spectrum disorder. *Developmental Psychobiology*, 60(1), 78-89. <https://doi.org/10.1002/dev.21578>
- McIntyre, L. L., Blacher, J., & Baker, B. L. (2006). The transition to school: Adaptation in young children with and without intellectual disability. *Journal of Intellectual Disability Research*, 50(5), 349-361. <https://doi.org/10.1111/j.1365-2788.2006.00783.x>
- Miodrag, N. (2009). *Psychological well-being in parents of children with autism and Down syndrome* [Doctoral dissertation, McGill University]. APA PsycInfo.

- Moonen, X., Festen, D., Bakker-van Gijsel, E., & Vervoort-Schel, J. (2022). A Dutch perspective on two health related issues regarding children and adolescents with intellectual disabilities. *International Journal of Environmental Research and Public Health*, 19(18), 11698. <https://doi.org/10.3390/ijerph191811698>
- Moreno, J., & Saldana, D. (2005). Use of a computer-assisted program to improve metacognition in persons with severe intellectual disabilities. *Research in Developmental Disabilities*, 26(4), 341-357. <https://doi.org/10.1016/j.ridd.2004.07.005>
- Nader-Grosbois, N. (2014). Self-perception, self-regulation and metacognition in adolescents with intellectual disability. *Research in Developmental Disabilities*, 35(6), 1334-1348. <https://doi.org/10.1016/j.ridd.2014.03.033>
- Nader-Grosbois, N., Houssa, M., & Mazzone, S. (2013). How could theory of mind contribute to the differentiation of social adjustment profiles of children with externalizing behavior disorders and children with intellectual disabilities? *Research in Developmental Disabilities*, 34(9), 2642-2660. <https://doi.org/10.1016/j.ridd.2013.05.010>
- Nader-Grosbois, N., & Lefèvre, N. (2011). Self-regulation and performance in problem-solving using physical materials or computers in children with intellectual disability. *Research in Developmental Disabilities*, 32(5), 1492-1505. <https://doi.org/10.1016/j.ridd.2011.01.020>
- Nader-Grosbois, N., & Lefèvre, N. (2012). Parents' regulation and self-regulation and performance in children with intellectual disability in problem-solving using physical materials or computers. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 33(2), 449-460. <https://doi.org/10.1016/j.ridd.2011.10.005>
- Nader-Grosbois, N., & Vieillevoys, S. (2012). Variability of self-regulatory strategies in children with intellectual disability and typically developing children in pretend play situations. *Journal of Intellectual Disability Research*, 56(2), 140-156. <https://doi.org/10.1111/j.1365-2788.2011.01443.x>
- Norona, A. N., & Baker, B. L. (2014). The transactional relationship between parenting and emotion regulation in children with or without developmental delays. *Research in Developmental Disabilities*, 35(12), 3209-3216. <https://doi.org/10.1016/j.ridd.2014.07.048>
- Northrup, J. B., Patterson, M. T., & Mazefsky, C. A. (2021). Predictors of severity and change in emotion dysregulation among children and adolescents with ASD. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 708-729. <https://doi.org/10.1080/15374416.2021.1955369>
- Oliver, C., & Richards, C. (2015). Self-injurious behaviour in children with developmental delay. *Journal of Child Psychology and Psychiatry*, 56(10), 1042-1054. <https://doi.org/10.1111/jcpp.12425>
- Papazoglou, A., Jacobson, L. A., & Zabel, T. A. (2013). More than intelligence: Distinct cognitive/behavioral clusters linked to adaptive dysfunction in children. *Journal of the International Neuropsychological Society*, 19(2), 189-197. <https://doi.org/10.1017/S1355617712001191>
- Parent, V., Birtwell, K. B., Lambright, N., & DuBard, M. (2016). Combining CBT and behavior-analytic approaches to target severe emotion dysregulation in verbal youth with ASD and ID. *Journal of Mental Health Research in Intellectual Disabilities*, 9(1-2), 60-82. <https://doi.org/10.1080/19315864.2016.1166301>
- Pierce, S., & Maher, A. J. (2020). Physical activity among children and young people with intellectual disabilities in special schools: Teacher and learning support assistant perceptions. *British Journal of Learning Disabilities*, 48(1), 37-44. <https://doi.org/10.1111/bld.12301>
- Plesa Skwerer, D., Joseph, R. M., Eggleston, B., Meyer, S. R., & Tager-Flusberg, H. (2019). Prevalence and correlates of psychiatric symptoms in minimally verbal children and adolescents with ASD. *Frontiers in Psychiatry*, 10, Article 43. <https://doi.org/10.3389/fpsy.2019.00043>
- Predescu, E., Sipos, R., Costescu, C. A., Ciocan, A., & Rus, D. I. (2020). Executive functions and emotion regulation in attention-deficit/hyperactivity disorder and borderline intellectual disability. *Journal of Clinical Medicine*, 9(4). <https://doi.org/10.3390/jcm9040986>
- Protic, D. D., Aishworiya, R., Salcedo-Arellano, M. J., Tang, S. J., Milisavljevic, J., Mitrovic, F., Hagerman, R. J., & Budimirovic, D. B. (2022). Fragile X syndrome: From molecular aspect to clinical treatment. *International Journal of Molecular Sciences*, 23(4), Article 1935. <https://doi.org/10.3390/ijms23041935>
- Raley, S. K., Burke, K. M., Hagiwara, M., Shogren, K. A., Wehmeyer, M. L., & Kurth, J. A. (2020). The self-determined learning model of instruction and students with extensive support needs in inclusive settings. *Intellectual and Developmental Disabilities*, 58(1), 82-90. <https://doi.org/10.1352/1934-9556-58.1.82>

- Reis, F., Pereira, C., Laureano, M., & Cartaxo, T. (2020). An unusual psychiatric presentation of the 3q29 microduplication syndrome. *Cureus*, 12(3), e7203. <https://doi.org/10.7759/cureus.7203>
- Roberts, J. E., Tonnsen, B. L., Robinson, M., McQuillin, S. D., & Hatton, D. D. (2014). Temperament factor structure in fragile X syndrome: The Children's Behavior Questionnaire. *Research in Developmental Disabilities*, 35(2), 563-571. <https://doi.org/http://dx.doi.org/10.1016/j.ridd.2013.11.024>
- Rodgers, J., & Lipscombe, J. (2005). The nature and extent of help given to women with intellectual disabilities to manage menstruation. *Journal of Intellectual & Developmental Disability*, 30(1), 45-52. <https://doi.org/10.1080/13668250500033094>
- Rushton, R., & Kossyvaki, L. (2022). The role of music within the home-lives of young people with profound and multiple learning disabilities: Parental perspectives. *British Journal of Learning Disabilities*, 50(1), 29-40. <https://doi.org/10.1111/bld.12387>
- Sadler, K. M. (2019). Video self-modeling and functional behavior assessment to modify aggressive behaviors in students with autism spectrum disorder and intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 54(4), 406-419. <https://www.jstor.org/stable/26822517>
- Seynhaeve, I., & Nader-Grosbois, N. (2008). Sensorimotor development and dysregulation of activity in young children with autism and with intellectual disabilities. *Research in Autism Spectrum Disorders*, 2(1), 46-59. <https://doi.org/10.1016/j.rasd.2007.03.001>
- Shaffer, R. C., Wink, L. K., Ruberg, J., Pittenger, A., Adams, R., Sorter, M., Manning, P., & Erickson, C. A. (2019). Emotion regulation intensive outpatient programming: Development, feasibility, and acceptability. *Journal of Autism and Developmental Disorders*, 49(2), 495-508. <https://doi.org/10.1007/s10803-018-3727-2>
- Shelton, A. R., Duis, J., & Malow, B. (2020). Neurodevelopmental disorders. In A. Chopra, P. Das, & K. Doghramji (Eds.), *Management of sleep disorders in psychiatry* (pp. 387-401). Oxford University Press. <https://doi.org/10.1093/med/9780190929671.003.0023>
- Shogren, K. A., Burke, K. M., Antosh, A., Wehmeyer, M. L., LaPlante, T., Shaw, L. A., & Raley, S. (2019). Impact of the self-determined learning model of instruction on self-determination and goal attainment in adolescents with intellectual disability. *Journal of Disability Policy Studies*, 30(1), 22-34. <https://doi.org/10.1177/1044207318792178>
- Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (Eds.). (2017). *Handbook of positive psychology in intellectual and developmental disabilities: Translating research into practice*. Springer International Publishing/Springer Nature. <https://doi.org/10.1007/978-3-319-59066-0>
- Siegel, M. (2018). The severe end of the spectrum: Insights and opportunities from the Autism Inpatient Collection (AIC). *Journal of Autism and Developmental Disorders*, 48(11), 3641-3646. <https://doi.org/10.1007/s10803-018-3731-6>
- Siegel, M., Smith, K. A., Mazefsky, C., Gabriels, R. L., Erickson, C., Kaplan, D., Morrow, E. M., Wink, L., & Santangelo, S. L. (2015). The autism inpatient collection: Methods and preliminary sample description. *Molecular Autism*, 6, 61. <https://doi.org/10.1186/s13229-015-0054-8>
- Singh, N. N., Chan, J., Karazsia, B. T., McPherson, C. L., & Jackman, M. M. (2017). Tele-health training of teachers to teach a mindfulness-based procedure for self-management of aggressive behavior to students with intellectual and developmental disabilities. *International Journal of Developmental Disabilities*, 63(4), 195-203. <https://doi.org/10.1080/20473869.2016.1277841>
- Smith, L., Singhal, N., El Achkar, C. M., Truglio, G., Sheidley, B. R., Sullivan, J., & Poduri, A. (2018). PCDH19-related epilepsy is associated with a broad neurodevelopmental spectrum. *Epilepsia*, 59(3), 679-689. <https://doi.org/10.1111/epi.14003>
- Stevens, L., Tartaglia, N., Hagerman, R., & Riley, K. (2010). Clinical report: A male with Down syndrome, fragile X syndrome, and autism. *Journal of Developmental and Behavioral Pediatrics*, 31(4), 333-337. <https://doi.org/10.1097/DBP.0B013E3181D5AA56>
- Stevenson, M., & Crnic, K. (2013). Intrusive fathering, children's self-regulation and social skills: A mediation analysis. *Journal of Intellectual Disability Research*, 57(6), 500-512. <https://doi.org/10.1111/j.1365-2788.2012.01549.x>
- Stiles-Shields, C., Crowe, A. N., Driscoll, C. F. B., Ohanian, D. M., Stern, A., Wartman, E., Winning, A. M., Holmbeck, G. N., Wafford, Q. E., & Lattie, E. G. (2019). A systematic review of behavioral intervention technologies for youth with chronic health conditions and physical and intellectual disabilities: Implications for adolescents and young adults with spina bifida. *Journal of Pediatric Psychology*, 44(3), 349-362. <https://doi.org/10.1093/jpepsy/jsy097>

- Sullivan, K., Hooper, S., & Hatton, D. (2007). Behavioural equivalents of anxiety in children with fragile X syndrome: Parent and teacher report. *Journal of Intellectual Disability Research*, 51(1), 54-65. <https://doi.org/10.1111/j.1365-2788.2006.00899.x>
- Sullivan, T. N., Helms, S. W., Bettencourt, A. F., Sutherland, K., Lotze, G. M., Mays, S., Wright, S., & Farrell, A. D. (2012). A qualitative study of individual and peer factors related to effective nonviolent versus aggressive responses to problem situations among adolescents with high incidence disabilities. *Behavioral Disorders*, 37(3), 163-178. <https://doi.org/10.1177/019874291203700304>
- Switzky, H. N. (Ed.). (2004). *Personality and motivational systems in mental retardation* (Vol. 28). Elsevier Academic Press.
- te Brinke, L., W., Schuiringa, H. D., Menting A. T. A., Deković, M., Westera, J. J., & de Castro, B. O. (2022). Treatment approach and sequence effects in cognitive behavioral therapy targeting emotion regulation among adolescents with externalizing problems and intellectual disabilities. *Cognitive Therapy and Research*, 46(2), 302-318. <https://doi.org/10.1007/s10608-021-10261-1>
- Thompson, T., Coleman, J. M., Riley, K., Snider, L. A., Howard, L. J., Sansone, S. M., & Hessel, D. (2018). Standardized assessment accommodations for individuals with intellectual disability. *Contemporary School Psychology*, 22(4), 443-457. <https://doi.org/10.1007/s40688-018-0171-4>
- van der Burg, J. J. W., Sohler, J., & Jongerius, P. H. (2018). Generalization and maintenance of a self-management program for drooling in children with neurodevelopmental disabilities: A second case series. *Developmental Neurorehabilitation*, 21(1), 13-22. <https://doi.org/10.1080/17518423.2016.1232763>
- van der Veek, S. M. C., Kraaij, V., & Garnefski, N. (2009a). Cognitive coping strategies and stress in parents of children with Down syndrome: A prospective study. *Intellectual and Developmental Disabilities*, 47(4), 295-306. <https://doi.org/10.1352/1934-9556-47.4.295>
- Van der Veek, S. M. C., Kraaij, V., & Garnefski, N. (2009b). Down or up? Explaining positive and negative emotions in parents of children with Down's syndrome: Goals, cognitive coping, and resources. *Journal of Intellectual & Developmental Disability*, 34(3), 216-229. <https://doi.org/10.1080/13668250903093133>
- Varsamis, P., & Agaliotis, I. (2011). Profiles of self-concept, goal orientation, and self-regulation in students with physical, intellectual, and multiple disabilities: Implications for instructional support. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 32(5), 1548-1555. <https://doi.org/10.1016/j.ridd.2011.01.054>
- Varsamis, P., & Agaliotis, I. (2015). Relationships between gross- and fine motor functions, cognitive abilities, and self-regulatory aspects of students with physical disabilities. *Research in Developmental Disabilities*, 47, 430-440. <https://doi.org/10.1016/j.ridd.2015.10.009>
- Vieillevoys, S., & Nader-Grosbois, N. (2008). Self-regulation during pretend play in children with intellectual disability and in normally developing children. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 29(3), 256-272. <https://doi.org/10.1016/j.ridd.2007.05.003>
- Wadsworth, J. P., Hansen, B. D., & Wills, S. B. (2015). Increasing compliance in students with intellectual disabilities using functional behavioral assessment and self-monitoring. *Remedial & Special Education*, 36(4), 195-207. <https://doi.org/10.1177/0741932514554102>
- Waedel, L., Daubmann, A., Zapf, A., & Reis, O. (2020). Effectiveness of a mindfulness-oriented substance use prevention program for boys with mild to borderline intellectual disabilities: Study protocol for a randomised controlled trial. *BMC Public Health*, 20(1), 1-13. <https://doi.org/10.1186/s12889-020-09878-w>
- Wang, Y., Mao, S., Xie, C., Qin, Y., Zhu, Z., Zhan, J., Shao, J., Li, R., & Zhao, Z. (2007). Study on the social adaptation of Chinese children with Down Syndrome. *Yonsei Medical Journal*, 48(3), 412-420. <https://doi.org/10.3349/ymj.2007.48.3.412>
- Wehmeyer, M. L., & Agran, M. (Eds.). (2005). *Mental retardation and intellectual disabilities: Teaching students using innovative and research-based strategies*. Pearson Custom Publishing.
- Wehmeyer, M. L. (with, Agran, M., Hughes, C., Martin, J. E., Mithaug, D. E., & Palmer, S. B.) (2007). *Promoting self-determination in students with developmental disabilities*. The Guilford Press.
- Wehmeyer, M. L., Yeager, D., Bolding, N., Agran, M., & Hughes, C. (2003). The effects of self-regulation strategies on goal attainment for students with developmental disabilities in general education classrooms. *Journal of Developmental and Physical Disabilities*, 15(1), 79-91. <https://doi.org/10.1023/A:1021408405270>



- Woolfson, L. M., Taylor, R. J., & Mooney, L. (2011). Parental attributions of controllability as a moderator of the relationship between developmental disability and behaviour problems. *Child: Care, Health and Development*, 37(2), 184-194. <https://doi.org/10.1111/j.1365-2214.2010.01103.x>
- Wright, C. A., Kaiser, A. P., Reikowsky, D. I., & Roberts, M. Y. (2013). Effects of a naturalistic sign intervention on expressive language of toddlers with Down syndrome. *Journal of Speech, Language and Hearing Research*, 56(3), 994-1008. [https://doi.org/1092-4388\(2012/12-0060\)](https://doi.org/1092-4388(2012/12-0060))
- Young, H. (2016). Loss and profound intellectual disabilities: the significance of early separation responses. *Advances in Mental Health and Intellectual Disabilities*, 10(6), 315-323. <https://doi.org/10.1108/AMHID-09-2016-0023>
- Zampini, L., & Zanchi, P. (2020). Mother-child dyadic co-regulation in children with intellectual disability: A comparison among dyads with children with chromosome 14 aberrations, Down syndrome and typical development. *Journal of Intellectual & Developmental Disability*, 45(1), 23-29. <https://doi.org/10.3109/13668250.2019.1577641>
- Zhu, Z., Li, W., Zhan, J., Hu, L., Wu, L., & Zhao, Z. (2016). Adaptive behaviour of Chinese boys with fragile X syndrome. *Journal of Intellectual Disability Research*, 60(1), 1-8. <https://doi.org/10.1111/jir.12222>
- Zyga, O., Russ, S. W., Meeker, H., & Kirk, J. (2018). A preliminary investigation of a school-based musical theater intervention program for children with intellectual disabilities. *Journal of Intellectual Disabilities*, 22(3), 262-278. <https://doi.org/10.1177/1744629517699334>