

Studies

[Post-COVID-19 condition risk in patients with intellectual and developmental disabilities: a retrospective cohort study involving 36,308 patients](#)

To date, no studies have investigated the prevalence of post-COVID-19 conditions in patients with Intellectual and Developmental Disabilities (IDD). Addressing this research gap is crucial, as understanding post-COVID-19 conditions in IDD patients can improve care planning, and it is essential not to overlook this vulnerable population in COVID-19 studies. This study was aimed at investigating the prevalence of post-COVID-19 conditions in patients with IDD and compare their risk with that of the general population.

[Disability and loneliness in the United Kingdom: cross-sectional and longitudinal analyses of trends and transitions](#)

Loneliness can have a detrimental impact on health, yet little is known about the association between disability and loneliness.

[School absenteeism in autistic children and adolescents: A scoping review](#)

School absenteeism is a major societal problem, with a range of potential adverse long-term consequences. This scoping review aimed to provide a comprehensive overview of the research on school absenteeism in autistic children and adolescents, expose important gaps in the literature, and explore possibilities for future systematic reviews. Five relevant databases were searched systematically from inception to June 2023, yielding a total of 46 eligible reports from 42 separate studies. All studies were conducted in high-income countries, and most were published in the last decade.

[Inclusion of autistic students in schools: Knowledge, self-efficacy, and attitude of teachers in Germany](#)

To provide inclusive education to autistic students, it is important that teachers possess knowledge about autism, feel competent in teaching autistic students, and have a positive attitude toward the inclusion of autistic students. In this study, we explored knowledge, self-efficacy, and attitude concerning autism among N = 887 teachers in Germany. The results showed that knowledge about autism was only moderate and teachers held some typical misconceptions about autism.

[The role of people with intellectual disability in intellectual disability research: A systematic review of Delphi studies](#)

The way intellectual disability research is designed warrants critical examination, as the knowledge produced through these approaches informs evidence-based practices. People with lived experience should be considered experts in relation to understanding their bodies, conditions, and treatment.

[A father nevertheless: Self-confident but resigned fathers with children in foster care](#)

This qualitative study aimed to explore the experiences of nine fathers with neurodevelopmental disabilities with children in foster care, including their fathering role, visits and formal and informal support. Systematic text condensation was the analysis method used. The respondents' experience of fatherhood revealed two categories: I accept my situation and I am frustrated. Though self-confident, the fathers expressed ambivalence between acceptance and frustration with their role.



[Sunflowers, hidden disabilities and power inequities in higher education: Some critical considerations and implications for disability-inclusive education policy reforms](#)

The article discusses recent Higher Education (HE) initiatives to introduce the Sunflower Scheme, which enables students with hidden disabilities to 'discreetly' indicate the existence of a disability to access support. A significant problem related to persons with hidden disabilities lies in their frequent reluctance to disclose their disabilities because of discriminatory attitudes that arise not only due to the dominance of arbitrary fabrications of 'normalcy' – aligned with elitist and human capital HE discourses – but also due to the lack of recognition of the existence of hidden disabilities.

[Evaluating measures to assess loneliness in autistic adults](#)

There has been increasing interest in research on loneliness in autistic adults. Much of this research has involved giving autistic adults widely-used questionnaires that are thought to measure how lonely people are. However, these questionnaires have been developed for the general public. We do not know whether these questionnaires accurately measure how lonely autistic adults are.

['It's a symbolic violence': Autistic people's experiences of discrimination at universities in Australia](#)

In recent years, the number of autistic people entering university has increased in Australia and worldwide. While an encouraging trend, autistic students' completion rates remain much lower than non-autistic students in Australia. Perhaps unsurprisingly, numerous studies investigating autistic people's experiences at universities have identified stigma and discrimination as a significant barrier facing autistic people in higher education. In this study, our team of autistic co-researchers and non-autistic researchers co-produced an in-depth qualitative study to understand the contexts and circumstances in which autistic people felt stigmatised or experienced discrimination at universities in Australia.

[A longitudinal study of loneliness in autism and other neurodevelopmental disabilities: Coping with loneliness from childhood through adulthood](#)

We know that many autistic people feel lonely, but we don't know whether their loneliness changes over time. Our research study followed autistic people and people with other non-spectrum neurodevelopmental disabilities from childhood through young adulthood and asked them about their loneliness.

[Scene construction ability in neurotypical and autistic adults](#)

People with autism spectrum conditions (ASC) have difficulties imagining events, which might result from difficulty mentally generating and maintaining a coherent spatial scene. This study compared this scene construction ability between autistic (N = 55) and neurotypical (N = 63) adults. Results showed that scene construction was diminished in autistic compared to neurotypical participants, and participants with fewer autistic traits had better scene construction ability.

[Wearable Biosensing to Predict Imminent Aggressive Behavior in Psychiatric Inpatient Youths With Autism](#)

Objective: To investigate whether changes in peripheral physiology recorded by a wearable biosensor and machine learning can be used to predict imminent aggressive behavior before it occurs in inpatient youths with autism.



Commentaries

[Wearable Technology—Another Tool in the Assessment and Treatment of Challenging Behavior Toolbox](#)

Severe challenging behavior exhibited by individuals diagnosed with developmental disabilities is a persistent problem in the lives of these individuals and their families. This severe, challenging behavior puts individuals engaging in it and those around them at particular risk for injury and other adverse effects. These challenging behaviors sometimes appear random or unpredictable to observers. However, there are ways of assessing these behaviors that allow individuals to predict when and why they might occur.

E-learning

[The Mental Capacity Act and Deprivation of Liberty Safeguards: Foundation update \(January 2024\)](#)

Welcome to your January 2024 update from the Foundation e-learning programme. This month focuses on the Mental Capacity Act and Deprivation of Liberty Safeguards. The Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DoLS) are central to inpatient care. The MCA protects the rights of vulnerable people, and the following group of sessions cover topics such as assessing capacity, consent, patient autonomy and safeguarding.

News

[Good Lives – Good Health: Share your thoughts about good health for people with learning disabilities](#)

Bild are working with Learning Disability England to write a new chapter of the Good Lives Framework. The Good Lives Framework is a document that explains what people with learning disabilities need to live good lives. The new chapter of the Good Lives Framework that Bild will help write will be about making sure people with learning disabilities can stay healthy. It is called Good Health.

[Easy read and plain English newsletter: issue 16](#)

This issue includes things around your rights when in, or going into, a mental health setting:

- Getting the right support at home so you don't have to go into hospital
- Knowing your rights when you are in hospital or a residential home
- Getting the right medication
- Learning from the lives and deaths of people with a learning disability and autistic people (LeDeR).

[Challenge Accepted - Our New Podcast](#)

Wellbeing is a word we hear and use a lot. We know it's important and covers a range of ideas from self care, happiness, confidence, resilience, rest and relaxation but we also know that it's a tricky one to define and certainly one route to wellbeing does not fit all. How for example do you fit in a yoga session or even a cup of tea when your caring for a child with complex needs? How do you build confidence and resilience to try another activity, or day out when there are seemingly so many challenges, and how do you find time for a moment for yourself just a break, a breather, a bit of respite?



[Number of autistic people in mental health hospitals: November data](#)

The latest monthly Assuring Transformation NHS Digital data shows that in November 2023:

- In total 2,035 autistic people and people with learning disabilities are in inpatient mental health hospitals in England
- 1,340 (66%) of these people are autistic
- There are 210 under 18s in inpatient units that are autistic or have a learning disability. Of these, 95% are autistic.

[The government issues a response to Child Safeguarding Practice Review Panel recommendations \(following abuse at Hesley services in Doncaster\)](#)

This week (18th December 2023) the government published a response to recommendations made by the Child Safeguarding Practice Review Panel. The panel published two reports about residential care settings run by the Hesley Group in the Doncaster area, focussing on the experiences of 108 children and young adults with learning disabilities and complex needs between 1st January 2018 and March 21st 2021.

[Accessing Support with a Carers Assessment](#)

Carers UK reported that in 2023 nearly three quarters of carers with bad or very bad mental health are continuing to provide care despite feeling they are at breaking point. At the CBF we are passionate about ensuring unpaid carers know about their right to support.

[Safeguarding in care homes: the importance of open culture](#)

Last month I received a call from my team manager (Vijay) to ask whether I would be willing to be interviewed for a BBC Panorama investigation into a care home for older people, in Gateshead. Due to the nature of the investigation and undercover reporting, we were given limited information, but understood it related to safeguarding practice.

[Learning Disabilities, Autism and Neurodivergence Bill: consultation \(Scottish Government\)](#)

People with learning disabilities and neurodivergent people are unique individuals who, like all of us, have potential to develop, skills to offer, and vibrant lives to lead connected to their families and communities. They may think differently and see and experience the world differently. This shouldn't cause them to be marginalised, stigmatised, disadvantaged or excluded.