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Types of Research & Literature Informing our Practices in the Field of Intellectual Disability

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Abstract: *This descriptive study focused on identifying types of research conducted in the area of intellectual disability (ID) and published in peer-reviewed journals identified from professional organizations, experts in the field, and databases. The most common research design implemented with IDEA-eligible individuals identified as having ID was single case research designs, specifically multiple probe and multiple baseline designs. Within journals targeting the area of ID, most publications were empirical studies of individuals with ID or other participants (e.g., parents, teachers). It is important to understand types of literature and research informing the study of ID to understand the evidence underlying our practices and policies. Increased numbers of high quality intervention studies are needed to inform the field.*

Key Words: Intellectual Disability, Research Methodology, Descriptive Study

Author Note: This article is dedicated to the memory of the first author's mother, Mary Demchak (1928-2016), who took great interest in her daughter's doctoral students who co-authored this article, frequently asking them "what's next?".

Research and publications in special education across disability areas potentially have a strong influence on practices in applied settings. Peer review of research employs expertise in a field and/or on a topic to assess intellectual and academic integrity of an article while offering objective assessment of the potential merits of submitted manuscripts (Cowell, 2014; Goldberg et al., 2010). Therefore, peer-reviewed professional journals are considered most reputable as the primary means of disseminating findings of empirical studies, describing research-to-practice, presenting literature reviews, presenting new concepts and theories, as well as sharing numerous other types of articles that can contribute to the knowledge base (e.g., opinions, program descriptions, editorials).

Perhaps the most important type of peer-reviewed publication is that which presents empirical research. Empirical studies can take many forms, including, but not limited to group designs (e.g., randomized control trials, quasi-experimental designs), regression analyses, survey research, meta-analyses, single case research designs (SCRDs; e.g., multiple baseline, reversal, alternating treatment), qualitative designs, and mixed methods. It is important to be cognizant of

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the types of research being conducted so that we understand what is informing our field; different types of studies contribute to the field in different ways, with research questions ultimately determining design to answer those specific questions. For example, comparative studies focusing on individuals with disabilities, as compared to individuals without disabilities, on a measure of interest might give us information about learning characteristics. Survey research might contribute findings that inform the field about perceptions, opinions, or practices in the field. Given the ongoing emphasis on evidence-based practices (EBPs), educators are increasingly expected to use methods in their classrooms that were shown to work in research contexts (Alqraini, 2017; Cutspec, 2004; Maggin, Briesch, Chafouleas, Ferguson, & Clark, 2014; Odom et al., 2005). Therefore, intervention studies using group designs or SCRDs might provide us with information about efficacy of various teaching strategies for life, academic, social, or other skills,.

Prior descriptive studies examined research trends in various areas related to special education. For example, Mastropieri et al. (2009) analyzed publications in 11 special education journals, with a focus primarily on high incidence disabilities. McFarland, Williams, and Miciak (2013) conducted a review of publications in three peer-reviewed journals in the area of learning disabilities. Dunlap and Lee (2018) reviewed publication trends in one specific journal: *Journal of Positive Behavior Interventions*. However, there continues to be a need to examine the type of research being conducted with disability categories where individuals have more unique and complex needs compared to populations described above (e.g., those with intellectual disability; ID). Students with ID face a number of challenges to learning and functional performance, specifically intellectual functioning (i.e. learning, reasoning and problem solving) and adaptive behavior (i.e. conceptual, social, and practical skills) all manifesting before age 18 (AAIDD, 2018; IDEA, 2004). Therefore, it is important to examine research in the area of ID and identify additional publications informing the field of ID to understand better current perspectives in the field, learning characteristics, and methodology shown to be effective.

PURPOSE OF STUDY

The purpose of this descriptive study was to examine the types of articles published and research designs that have been used to inform the field of ID. A descriptive analysis was used to answer the following questions about articles published in peer-reviewed journal between 2012 and 2014:

1. What types of articles are published in key special education journals targeting the area of ID? Specifically, what is the percentage of non-empirical articles as compared to empirical articles published? What categories of non-empirical articles are published?
2. What types of empirical research designs are used in the area of ID?
3. What types of research methodology are used in intervention studies? For single-case research designs, how many report effect size measures and what effect size measures are used?
4. What percentage of research in the reviewed journals for this period targeted children with ID? How does this percentage compare to the percentage of children with ID as reported by IDEA?

METHOD

This descriptive study was part of a larger study that focused on all IDEA disability categories. In that study, 4,348 articles in 36 targeted special education journals from 2012 through 2014 were reviewed to explore types of articles published, research design of empirical studies, and disability categories under investigation. A sub-set of empirical articles that target individuals with ID is discussed in this study. We reviewed journals dedicated specifically to individuals with ID to determine percentage of published articles that were empirical within this field. We also reviewed individual studies published in other special education and disability journals to determine the overall percentage of articles focusing on ID compared to other disability categories, as well as to compare percentage of research published focusing on ID to that of children actually served under ID eligibility. Each study in this current article included at least one participant who was identified as having ID only (i.e., no identified additional disabilities).

JOURNAL SELECTION

In order to identify published articles, a systematic process for determining journals to be included was necessary. To be included in this review, journals had to meet the following criteria: (1) journal's primary focus was individuals with disabilities; (2) journal was peer-reviewed; and (3) journal was published in the U.S. from 2012 through 2014. Relevant journals were identified through a combination of database searches, reviewing professional organizations (i.e., Council for Exceptional Children and its related special interest sub-divisions, American Association on Intellectual and Developmental Disabilities, TASH, American Speech-Language-Hearing Association, American Council on Rural Special Education), and consulting with experts in specific disability categories to identify the key journals in their fields (see Table 1 for the 36 journals meeting criteria).

CODING ARTICLES

Each article in every volume of the targeted journals was coded as empirical or non-empirical. Empirical articles were those using any type of quantitative, qualitative, or mixed method research design (See Table 2 for a listing of designs). Non-empirical articles consisted of those that did not report original research and included reviews, opinion papers, editorials, personal experiences, conceptual papers, discussion articles, research-to-practice articles, and program descriptions. Empirical articles were subsequently coded as targeting individuals eligible for services under one of the Individuals with Disabilities Education Act (IDEA) disability categories or as targeting non-IDEA populations. Many empirical studies published in the identified journals included non-IDEA eligible participants (e.g., adults with disabilities, parents, service providers, university students, children with typical development or considered at-risk). Neither non-empirical articles nor those targeting non-IDEA populations were analyzed further, as the primary focus of this study was research targeting IDEA-eligible children with ID. Finally, empirical studies on IDEA-eligible children with ID were coded as intervention studies if they tested an intervention, program, or strategy that aimed to improve student performance or outcome (See Figure 1 for a flowchart depicting the review process for both the larger descriptive study and the current study with focus specifically on ID). Due to the increased emphasis on effect size measures in SCRDs (Lenz, 2013; Parker et al., 2005; Rakap, 2015; WWC, 2017), the type of effect size measure employed was coded, if used, for SCRDs.

INTER-RATER RELIABILITY. Two reviewers coded each article independently. If any differences were found, inter-rater agreement was reached through discussion and reviewing the article with the original reviewer or with a third reviewer, as needed, to resolve differences and reach 100% consensus.

Table 1

Included Journals (indicates the five journals identified as targeting individuals with ID)*

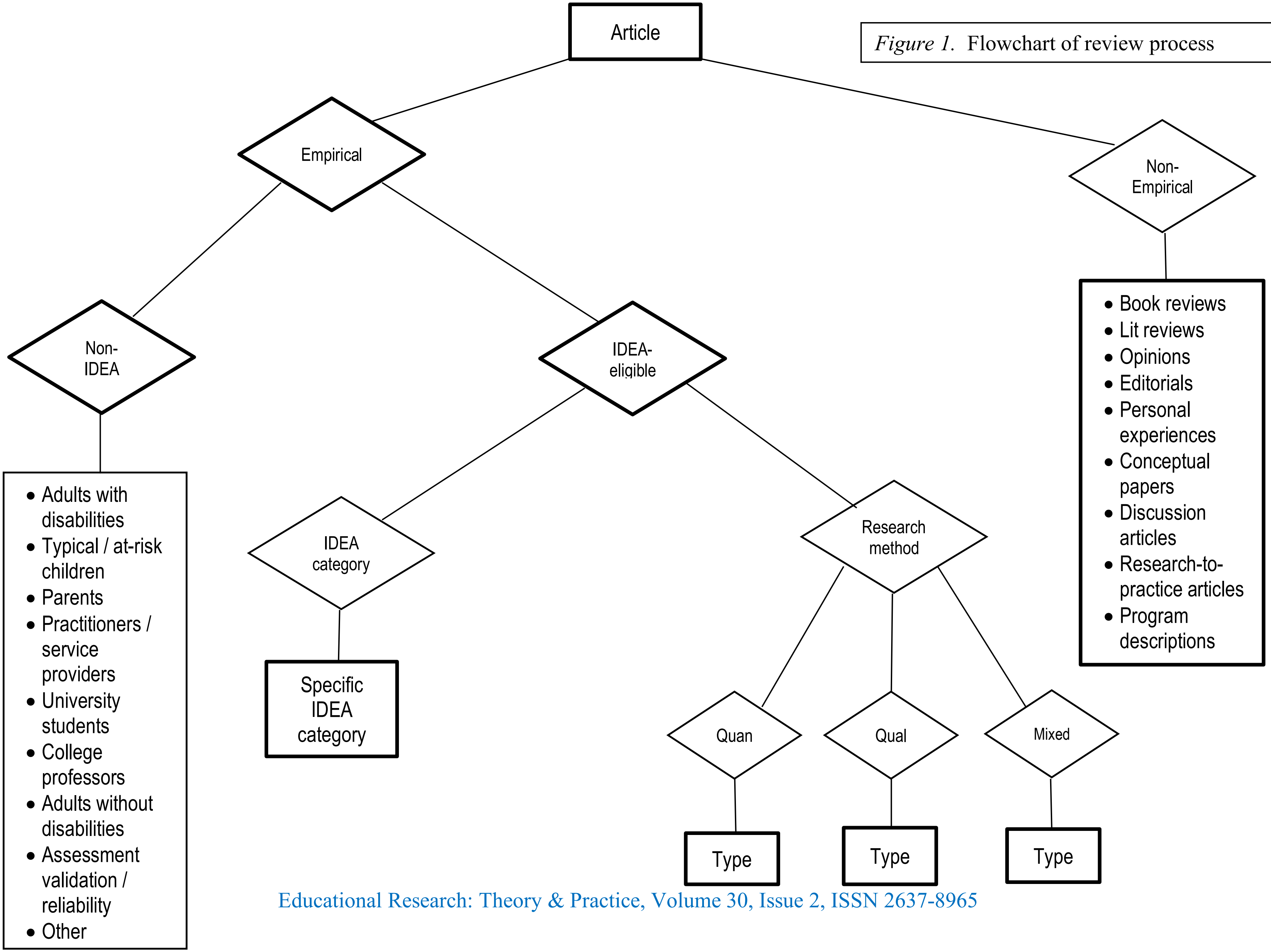
1. American Annals of the Deaf
2. American Journal on Audiology
3. American Journal on Intellectual and Developmental Disabilities*
4. American Journal of Speech Language Pathology
5. Augmentative / Alternative Communication
6. Autism Insights
7. Autism Research and Treatment
8. Behavioral Disorders
9. Communication Disorders Quarterly
10. Developmental Disabilities Research Reviews
11. Education and Training in Autism and Developmental Disabilities*
12. Exceptional Children
13. Focus on Autism and Developmental Disabilities*
14. Intellectual and Developmental Disabilities*
15. Insight: Research and Practice in Visual Impairment and Blindness
16. Journal of Applied Behavior Analysis
17. Journal of Autism and Other Developmental Disorders
18. Journal of Deaf Studies and Deaf Education
19. Journal of Developmental and Physical Disabilities
20. Journal of Early Intervention
21. Journal of Emotional and Behavioral Disorders
22. Journal of Learning Disabilities
23. Journal of Positive Behavior Supports
24. Journal of Special Education
25. Journal of Speech, Language, and Hearing Research
26. Journal of Visual Impairment and Blindness
27. Language, Speech, and Hearing Services in Schools
28. Learning Disabilities Research and Practice
29. Learning Disability Quarterly
30. Physical Disabilities: Education and Related Services
31. Remedial and Special Education
32. Research and Practice for Persons with Severe Disabilities*
33. Rural Special Education Quarterly
34. Sign Language Studies
35. The Volta Review – Deaf Education
36. Topics in Early Childhood Special Education

Table 2

Research designs coded in reviewed studies

Quantitative Designs	**Single Case Research Designs**	**Qualitative Designs**	**Mixed Method Designs**
True experimental	Multiple baseline	Grounded theory	Convergent parallel (or concurrent or triangulation) (QUAN + QUAL)
Quasi-experimental	Nonconcurrent multiple baseline	Ethnography	Explanatory sequential (QUAN – qual)
Between groups factorial designs	Multiple probe	Case study	Exploratory sequential (QUAL – quan)
Within group factorial designs	Nonconcurrent multiple probe	Basic interpretive	Embedded or nested
Within group time series	Alternating treatment and adapted alternating treatments	Narrative analysis	Transformative
Within group repeated measures	Multi-element and adapted multi-element	Critical qualitative	Other (specified)
Regression analyses	Reversal / withdrawal / ABAB	Post-modern	
Comparative designs	Parallel treatments	Phenomenological	
Correlational	Changing criterion		
Cross-sectional survey	Simultaneous treatment design		
Longitudinal survey	Concurrent chains		
Descriptive	Combinations		
Meta-analysis	Other (specified)		
Systematic reviews			
Combinations			
Other (specified)			

Figure 1. Flowchart of review process



RESULTS

TYPES OF ARTICLES PUBLISHED IN JOURNALS TARGETING INDIVIDUALS WITH ID

Research Question 1 is addressed in Table 3, which provides the percentage of the 527 articles published in the five journals identified as targeting individuals with ID (i.e., *American Journal on Intellectual and Developmental Disabilities, Education and Training in Autism and Developmental Disabilities, Focus on Autism and Developmental Disabilities, Intellectual and Developmental Disabilities, Research and Practice for Persons with Severe Disabilities*) for the review period. The types of articles were approximately evenly distributed across empirical studies targeting IDEA-eligible individuals with ID (38%), empirical studies targeting non-IDEA eligible participants (34%; e.g., adults, parents, service providers), and non-empirical articles (28%). In these five journals during the review period, the most common non-empirical articles were discussions (9%) and literature reviews (8%); followed by book reviews (5%) and conceptual papers and opinion papers (2% each). Other types of articles were published, but much less frequently (e.g., program descriptions, research-to-practice, personal experiences) at less than 1% each of all articles.

It is important to note that even though 38% of the 527 articles (i.e., 200 articles) in these five journals targeted IDEA-eligible children, not all of those articles focused on children identified with ID. Rather, there were various other IDEA disability categories represented in each journal (e.g., autism, deafblindness, developmental delay, multiple impairments, other health impaired, visual impairment). Given that titles of four of the journals indicate a focus on “other developmental disabilities” in addition to ID, it is not surprising that many additional IDEA categories were targeted in the journals.

RESEARCH DESIGNS

Research Question 2 asked about the types of research designs used in studying IDEA-eligible individuals with ID. Table 4 details the types of research designs targeting this population in the articles reviewed for this 3-year period. The most common group designs were comparative studies (24 studies; 27%), followed by correlational and regression analyses (each at 6 studies; 7% each). Other research methodologies were infrequently used (e.g., quasi-experimental, descriptive), with each of these designs at only 2% of the total studies. Other infrequently used designs included within groups repeated measures, longitudinal and cross-sectional surveys at only 1% each of the total studies.

SCRDs were the most common research design represented in studies targeting IDEA-eligible individuals identified as having ID, at 39% of all studies. The vast majority of the SCRD studies were intervention studies (32 of 35 studies; 91% of SCRDs); those that were not intervention studies were multi-element designs used during functional analyses of problem behaviors. Table 5 presents the breakdown of specific types of SCRDs used during the review period. Multiple baseline (8; 23% of SCRDs) and multiple probe (12; 34% of SCRDs; a variation of multiple baseline) designs were the most commonly used SCRDs.

Although both qualitative (2%) and mixed methods designs (2%) were represented within the published research, the specific designs used within each methodology were limited with only two studies each. In the qualitative area, case study and critical qualitative research were each used within only one study each (1% each). Similarly, the following mixed methods designs were also employed in only 1% of all studies targeting individuals with ID: convergent parallel and embedded design (one study for each type of design).

Table 3

Percentage of various types of articles published in the five journals identified as targeting ID

Type of Articles	% of Articles
Empirical: IDEA-eligible	38%
Empirical: Non-IDEA eligible (adults, parents, typical or at-risk children, practitioners, university college students/professors, assessment tools)	34%
Non-empirical (specific types listed below)	28%
Discussion	9%
Literature Review	8%
Book Review	5%
Conceptual Paper	2%
Opinion	2%
Editorials	1%
Program Description	<1%
Research-to-Practice	<1%
Personal Experience	<1%

Table 4
Percentage and number of each type of empirical research design and percentage and number of each type coded as intervention studies (based on 90 studies)

Types of Research Designs	**% and Number of Studies**	**% and Number of Intervention Studies**
Comparative	27% (24)	0%
Correlational	7% (6)	0%
Regression Analyses	7% (6)	0%
True Experimental	6% (5)	6% (5)
Quasi-Experimental	2% (2)	2% (2)
Descriptive	2% (2)	0%
Within Groups – Repeated Measures	1% (1)	1% (1)
Cross-sectional Survey	1% (1)	0%
Longitudinal Survey	1% (1)	0%
Single Case Research Designs	39% (35)	36% (32)
Qualitative	2% (2)	0%
Mixed Methods	2% (2)	0%
Other (Secondary analysis, systematic review, combined)	3% (3)	0%
TOTAL % Studies: Intervention	NA	45%

Table 5

Percentage and number of each type of single case research design study (based on 35 SCRDs)

Type of SCRD	**% and Number of SCRD Studies**
Multiple Probe	34% (12)
Multiple Baseline	23% (8)
Alternating Treatment & Adapted Alternating Treatment	9% (3)
Multi-element	9% (3)
Reversal/Withdrawal/ABAB	6% (2)
Combined	17%; (6)
Other	3% (1)

INTERVENTION STUDIES

Table 4 includes the percentage of each type of research design coded as intervention studies to answer Research Question 3. Slightly less than half (45%) of the empirical studies were identified as intervention studies. The most common intervention research design was SCRD with 32 studies (36%), followed by five true experimental studies (6%), two quasi-experimental studies (2%), and one within-subject repeated measures study (1%).

Due to a recent emphasis on including effect size measures in SCRDs, reported effect size measures for SCRDs were coded. Only 20%, or seven, of the 35 SCRD studies reported an effect size, with percentage of non-overlapping data being the most commonly reported measure (9%; see Table 6). All other effect size measures (i.e., Cohen's *d,* R^2, points exceeding mean, researcher-designed method) were used in only one study each.

Table 6

Percentage and number of each type of reported effect size measure (based on 35 SCRD studies)

Reported Effect Size Measure	% of SCRD Studies
Percent Non-overlapping Data (PND)	9% (3)
Cohen's *d*	3% (1)
R^2	3% (1)
Points Exceeding Mean (PEM)	3% (1)
Researcher Designed Method	3% (1)

COMPARISON OF RESEARCH CONDUCTED TO PERCENTAGE OF STUDENTS PER DISABILITY CATEGORY

Figure 2 presents a comparison of the percentage of studies per disability category from 2012-2014 to the percentage of children served under IDEA by disability category during 2013-14 (U.S. Department of Education, 2016) and provides information related to Research Question 4. Recall that Research Question 4 focused on studies within all 36 journals from the larger descriptive study to explore research published specifically in the area of ID. From these data, it is evident that certain disability categories are notably under-represented in research (e.g., specific learning disabilities, speech/language impairment, other health impaired, emotionally disturbed, and developmentally delayed). In contrast, autism is substantially over-represented in the research (36% of all studies) in comparison to the percentage of children identified as having autism under IDEA (8%). ID, the focus of the current study, is under-represented with 5% of all research studies targeting ID, while 7% of IDEA eligible students were identified as having ID during the corresponding timeframe.

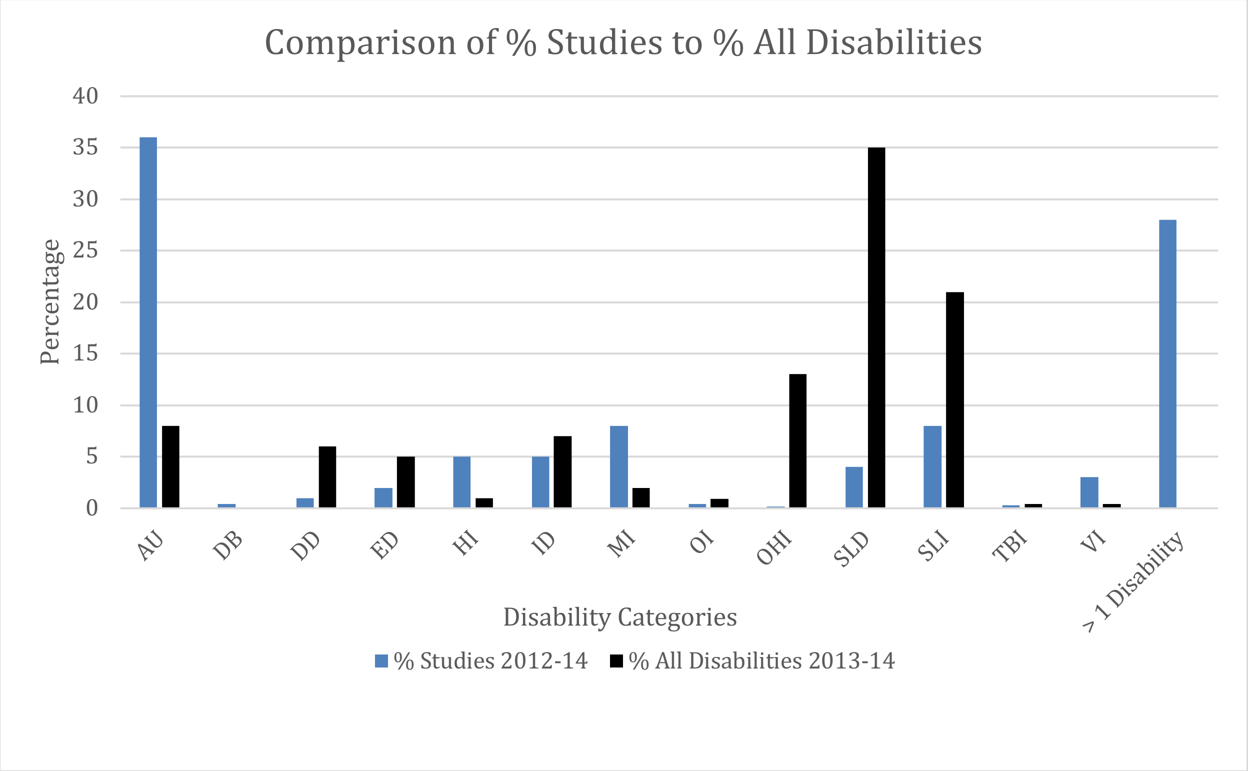


Figure 2. Comparison of percentage of studies 2012-14 to percentage of all disabilities 2013-14

DISCUSSION

The purpose of this study was to examine types of articles published and research designs employed to inform the field of ID throughout a 3-year period. Although this descriptive study focused only on empirical research targeting IDEA-eligible participants, it is an encouraging finding that the majority of publications in the five journals targeting ID (i.e., *American Journal on Intellectual and Developmental Disabilities, Education and Training in Autism and Developmental Disabilities, Focus on Autism and Developmental Disabilities, Intellectual and Developmental Disabilities, Research and Practice for Persons with Severe Disabilities*) were empirical studies. The percentage of articles that were empirical totaled 72% when IDEA-eligible and non-IDEA (e.g., parents, service providers) focused studies were combined. Following empirical studies, literature reviews and discussion articles were the next most common types of articles published. It is important to note that literature reviews and discussion articles can make important contributions in that they summarize existing research and may identify areas in need of further research.

Given the increased expectation for teachers and other school personnel to implement EBPs (Maggin et al., 2013; Slavin, 2008), it is unfortunate to note that research-to-practice articles were low at less than 1% of all articles in the five ID-related journals. Research-to-practice articles are important because they explain findings in a way that aid practitioners to implement EBPs in applied settings. Without a bridge between the two, the research to practice gap persists.

Though specific journals that focused on publication of ID research were targeted for this study and predicted to give us the most information for this population, they were not the only focus. Rather, we coded all studies that focused on participants with ID in the broader set of 36 identified special education journals because we wanted to catalogue comprehensively research for this population, recognizing the likelihood such research would also be included in journals with more general or other focus in special education. Most empirical studies published in these 36 journals during the review period targeting IDEA-eligible individuals with ID were quantitative. The majority of those quantitative studies were conducted using SCRDs. Slightly less than half (45%) of the studies targeted interventions, with a majority of these studies employing SCRDs to study the variables of interest. Given that SCRDs are particularly useful for low incidence populations (Kratochwill et al, 2013; Wolery & Dunlap, 2001) and ID is a low incidence and heterogeneous disability, it is not surprising that SCRDs were the most common intervention design. Although only 45% of empirical studies focusing on IDEA-eligible participants with ID were intervention studies, this is a substantial increase as compared to Mastropieri et al. (2009). In the Mastropieri et al. review, which focused primarily on high incidence disabilities, they found that only 15.9% of research articles were intervention studies. Similar to Mastropieri et al., the present study found that the majority of intervention studies were conducted using SCRDs. In the present study, we found that the most common SCRDs were multiple probe and multiple baseline designs.

Following SCRDs at 39% of all studies, comparative studies were the second largest research design category (27%). Comparative studies compared students with ID to students without disabilities or, on occasion, to students identified as having a different disability, on a measure of interest to the researchers. Mastropieri et al. (2009) similarly found that many studies were of a comparative nature and speculated that reasons might include (1) ease of having studies approved by Institutional Review Boards in contrast to intervention studies and (2) that comparative studies may be less complex to implement than are intervention studies and so more likely to be conducted. These reasons might also pertain to the present study.

Given the recent emphasis on randomized control trials to determine EBPs, it might be somewhat surprising that a greater percentage of studies were not true experiments with random assignment to groups. However, given the heterogeneity of the population of students identified as having ID, the small percentage of true experiments is reasonable.

Within SCRDs, there has been an increased emphasis on examining and presenting effect sizes for research findings (e.g., Parker et al., 2005; Parker, Vannest, Davis, & Sauber, 2011). Given this recent emphasis on effect size, we coded SCRD studies for reported effect size measures. Unfortunately, the vast majority of SCRD studies did not report effect size. The most commonly reported effect size measure was PND (9% of SCRDs). However, there is a lack of consensus on reporting effect size, as well as methods of reporting effect size for SCRDs (Rakap, 2015; WWC, 2017). Despite increased recommendations to use Tau U as a more effective SCRD measure of effect size (Parker et al., 2011), no studies focusing on students with ID used Tau U. Due to the controversy surrounding effect size measures for use with SCRDs, it is not surprising that so few of these studies provided a measure of effect size. Additional research related to effect size measures for SCRDs might lead to wider use of such measures in the future and, perhaps, to a common measure to evaluate a body of research on specific intervention strategies.

Although this study focused on research targeting IDEA-eligible students identified as having ID, a comparison of the percentage of students by disability category to percentage of studies conducted within that disability category was presented. The data demonstrated that ID was slightly under-represented in research (5% of all studies) as compared to the percentage of students eligible under IDEA as having ID (7%; U.S. Department of Education, 2016). In contrast, research in the area of autism was substantially over-represented with 36% of coded studies addressing students with autism while the percentage of students identified as having autism during the same time period was only at 8% (U.S. Department of Education, 2016). The over-representation of studies in the area of autism may be a reflection of recent policy and diagnosis emphasis in autism. In some of the studies, participant descriptions identified students with autism as “low-functioning” or “high-functioning.” Although possible those identified as “low-functioning” might have ID in addition to autism, those studies were not included in the present study due to our focus only on research targeting individuals identified as having ID. Similarly, the present study did not focus on research in which participants were identified as IDEA-eligible under the category of multiple disabilities, which could have included ID.

LIMITATIONS

It is a limitation of the present study that quality of studies was not reviewed; however, such an analysis was not a purpose of this specific study. This descriptive study focused on reviewing empirical studies in the aggregate. It is recommended that additional systematic reviews targeting specific interventions with a focus on research quality be conducted to add to the literature regarding EBPs. Such systematic reviews should be done using criteria for quality studies such as those published by the *What Works Clearinghouse*.

The present study did not review types of designs being used with other populations (e.g., parents, service providers). Broadening the review to include these other studies could result in different findings regarding commonly used research designs in the field of ID.

Finally, it is a limitation that this descriptive study focused only on journals published in the United States. If the study was expanded to include journals from other countries, the percentages of types of articles and research designs could vary.

FUTURE RESEARCH

Future descriptive studies analyzing research designs might target design trends over time. For example, are true experiments (i.e., randomized control trials) with participants identified as having ID increasing as a reflection of recent emphasis on randomized control groups being viewed as the "gold standard" for identifying evidence-based practices?

An analysis of specific characteristics of individuals with ID could determine trends related to study participants. For example, is there any trend in severity of ID; are individuals with mild ID more likely to be study participants than those more significantly impacted by ID? Dunlap and Lee (2018), in their analysis of trends in the *Journal of Positive Behavior Interventions*, found a reduction of research focusing on individuals with severe disabilities. Could an analysis of participants with ID across studies identify trends related to severity of ID?

Similarly, future research could target analysis of settings for research involving participants with ID. Are more studies occurring in general education or self-contained special education settings? Are more studies occurring in educational settings as compared to community-based or vocational settings?

Trends relevant to the specific journals identified as targeting individuals with ID (i.e., *American Journal on Intellectual and Developmental Disabilities, Education and Training in Autism and Developmental Disabilities, Focus on Autism and Developmental Disabilities, Intellectual and Developmental Disabilities, Research and Practice for Persons with Severe Disabilities*) could be examined over a long period of time (e.g., a 10-year period) as compared to the 3-year period covered in the present study. Reviewing publications within all or in a targeted sub-set of these journals could yield more robust findings and implications for the field. Such a review would be similar to that conducted by McFarland et al. (2013) in which they targeted research and publication trends in three journals in the field of learning disabilities.

Nearly 50% of empirical studies were focused on testing an intervention, program, or strategy aimed at improving student performance or outcomes. Given the current emphasis on using EBPs, it is surprising that an even greater percentage of studies were not intervention studies. Increased research focusing on validating specific interventions can advance this field. Additionally, a more in-depth review of intervention studies could determine trends in type of intervention (e.g., antecedent procedures, skills training, consequence-based procedures) as well as specific types of outcomes (e.g., acquisition, generalization, maintenance).

CONCLUSION

Publications in peer-reviewed journals are a key means of informing the field for implementation of practices and influencing policy. Although research in the area of ID is slightly under-represented as compared to percentage of students identified with ID, it was encouraging that nearly half of the empirical studies conducted were intervention studies. Intervention research through group or single case designs is widely regarded as the best way to determine if changes in participant outcomes are due to the intervention, thereby examining what works for certain populations under specific conditions. Therefore, intervention studies are most likely, in comparison to other studies, to influence practices and potential outcomes for individuals eligible under the IDEA category of ID. Subsequently, it is important that research findings be explained in such a way that practitioners can implement them in applied settings (i.e., research-to-practice articles). Even though the present descriptive study did not focus on the quality of research, we call for increased intervention studies in the area of ID with an emphasis on ensuring that such studies are of high quality.

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