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Introduction to Volume 16, Issue 3: General

In this third and final issue published in 2010, 10 original articles (6 research papers, 4 brief reports) and 2 commentaries are featured. A list of the reviewers upon whose knowledge and expertise the Journal has drawn to produce issues 16(1), 16(2), and 16(3) has been provided after the Table of Contents. The JoDD is most appreciative for the time and support of these dedicated individuals.

Original Articles

Four of the six research papers deal with the perceptions of individuals and groups on a variety of topics. Céline Mercier and Guillaume Ouellet investigate the perceptions held by prison staff on persons with intellectual disability who are incarcerated. Using a typological approach, they identify four distinct profiles for prisoners with intellectual disabilities, including the "vulnerable" prisoner, the "resident" prisoner, the "irritating" prisoner, and the "dangerous" prisoner. They conclude that, in the absence of evaluation tools and decision-support mechanisms, these profiles appear to influence the way staff treat persons with ID in prison.

Kathleen St-Amand, Georgette Goupil, and Marjorie Aunos explore the perceptions of mothers with an intellectual disability of their quality of life in terms of independence, satisfaction, social participation, and work. Their results indicate that the mothers felt they exercised control over their environment, were satisfied with their lives, and found the parenting role to be a very positive experience, though they reported lower satisfaction with their level of social participation and work.

Valérie Rousseau and Georgette Goupil aim to better understand the perceptions and experiences of grandparents in relation to the diagnostic process for pervasive developmental disorders (PDD). Their results show that grandparents are involved in the process from the time the parents first notice signs of PDD, and that most become aware of the diagnosis almost immediately. Sorrow was reported as the most common emotion felt throughout the process from the time of first noticing the signs, to the announcement of the diagnosis, and afterwards. Few grandparents said that they received support from services providers in coping with their emotions or learning about PDD, though they were supported by other people in their lives.

Last, Toby Martin, Shahin Shooshtari, Beverley Temple, and C.T. Yu report on community workshops with administrators, parents, policy-makers, practitioners, and researchers seek-

ing to learn about contextual factors that facilitate and impede knowledge translation (KT) in developmental disabilities. All of the workshop participants greatly valued research, but felt that organizational policies and staff responsibilities did not necessarily prioritize research. They also heard that lack of time, incentives, and resources impeded KT. Participants encouraged researchers to work more collaboratively with practitioners and providers, and to disseminate their findings more widely to the general public.

In the fifth paper of this issue, Christine Ogilvie and Lisa Dieker discuss the use of video modelling and peer-mediated instruction to improve the social skills of students with autism spectrum disorders (ASD). Three students were observed in the classroom for demonstration of five different social skills, and then shown video models of the target social skills. This was followed by participation in roleplays with peer mentors and further observations for demonstration of the five social skills. The authors found that their intervention had a positive impact on the social skills of the students in that they experienced increases in initiating social contact and in their ability to track the speaker during conversations.

Finally, Cheryl Crocker and Susan Cran address the struggle for identity among community disability service workers in Alberta. Historically, the community disability workforce in the province has been small in number, fragmented, and untrained. However, it has more recently been recognized for its interdisciplinary approach to training in community development and implementing inclusive support practices. The authors look at the quest for professional identity among direct service providers, and offer new ideas related to developing a professional association.

Brief Reports

Each of the four brief reports in this issue deal with children and youth with autism spectrum disorder (ASD). Jennifer MacMullin, Michelle Viecili, M. Catherine Cappadocia, and Jonathan Weiss explore the factors that influence parent perceptions of their children's educational experience. They find that parent empowerment and mental health are significant predictors of parents' perceptions of their child's educa-

tional experience, and discuss these findings in relation to school satisfaction. Michelle Viecili, Jonathan Weiss, Yona Lunsky, and Stephen Shupak investigate the relationships between social acceptance and perceived social skills, internalizing and externalizing behaviours, and friendships among youth aged 6 to 14 years. The results show a positive relationship between social acceptance and social skills and number of friends in school, and a negative relationship between social acceptance and behaviours. The authors highlight possible pathways to positive feelings of social acceptance in youth with ASD.

The last two brief reports are related to intensive behaviour intervention (IBI). Puneet Sharma, Aisha Heywood, and Devi Rajkumar looked at the change in competence levels in play and social interaction skills from entry to the time of discharge from an IBI program. In their paper, Brenda Roussel, Christina Zimmermann, Patrick Duldulao, and Tatyana Ahmed examine the relationship between children's ability to label objects and events at the time of entry into an IBI program and their language skills at program completion. These authors are also interested in whether the presence of speech at program entry was related to language skills at program completion.

Commentaries

Two commentaries are also included in this issue. Devi Mucina shares two stories that highlight how the fallacy of normalcy tricks people into trying to be "normal"—which is, in reality, a non-existent, meaningless concept. Devi speaks of how hard he worked at being normal until finally realizing that it doesn't exist. He hopes that through his stories, we will connect, find common ground, and come to realize how much we matter to one another.

Robert King hypothesizes on how persons with ASD process trauma, and the manner in which the core features of ASD has an impact on the clinical manifestation of trauma. He reviews evidence-based practices arising from psychotherapeutic treatment, and emphasizes the value of modifying cognitive-behavioural therapeutic approaches to address the need of individuals with ASD and Complex Post-Traumatic Stress Disorder (CPTSD).