

Diagnostic Category: Intellectual Disability, Speech & Learning Deficit

Discipline: Psychology

Reference	N	Intervention (n)	Telerehabilitation program's:	Platform & clinician's involvement	Outcomes
Country Study Design Quality (for RCTs)	Sample description (dx specifics, age, gender)	vs. Comparison (n) Frequency & duration	I. Focus II. Nature III. Target IV. Receiving client		Child-related outcomes Parent-related outcomes (+) significant between-group differences for RCTs or within group improvements for non-RCTs (-) no significant between-group differences for RCTs or within group improvements for non-RCTs
Kiewik et al., 2017 Netherland Quasi-experimental study	N= 73 Students with Moderate or Mild Intellectual Disability (MMID) Mean age: 14.72 ± 1.14 yrs Age range: 12-16 yrs 43M:16F	Prepared on time (n=37) vs. Usual care (n=36) Participants did the program over 2 weeks	I. Social influence, substance abuse prevention II. "Prepared on time" program is based on the Attitude—social influence—self-efficacy model (ASE). The ASE model is based on the assumption that attitude, social influence, and self-efficacy influence the decision to start smoking or drinking. The e-learning program includes games, videos, quizzes, and tests to increase students' substance knowledge, to provide examples of appropriate refusal skills, and to strengthen students' ability to make their own choices. In the program, an avatar, the digital professor Profitacto, reads the texts on the screen aloud and gives the students explanations, tips, and feedback. The e-learning program invites students to think about the	Passive web	At follow-up (3 weeks): (-) <i>Knowledge on smoking</i> : Self-report questionnaire (-) <i>Knowledge on alcohol</i> : Self-report questionnaire (-) <i>Attitude towards smoking</i> : Self-report questionnaire (-) <i>Attitude towards drinking</i> : Self-report questionnaire (-) <i>Subjective norm—smoking</i> : Self-report questionnaire (-) <i>Subjective norm—alcohol</i> : Self-report questionnaire (-) <i>Modelling from direct environment—smoking</i> : Self-report questionnaire

			<p>(negative) effects of smoking and alcohol on the body and health as well as on students' social status.</p> <p>III. Child/youth</p> <p>IV. Child/youth</p>	<p>(+) <i>Modelling from direct environment—alcohol</i>: Self-report questionnaire</p> <p>(-) <i>Modelling from classmates—smoking</i>: Self-report questionnaire</p> <p>(+) <i>Modelling from classmates—alcohol</i>: Self-report questionnaire</p> <p>(-) <i>Social pressure—smoking</i>: Self-report questionnaire</p> <p>(-) <i>Social pressure—alcohol</i>: Self-report questionnaire</p> <p>(-) <i>Intention to stop—smoking</i>: Self-report questionnaire</p> <p>(-) <i>Intention to stop—alcohol</i>: Self-report questionnaire</p>
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