

**Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τμήματος Ελληνικής Φιλολογίας
του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση
στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»**

**ΤΕΧΝΟΛΟΓΙΕΣ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ (Τ.Π.Ε), ΑΓΧΟΣ ΚΑΙ
ΕΝΤΑΞΗ ΤΩΝ ΑΤΟΜΩΝ ΜΕ ΕΙΔΙΚΕΣ ΑΝΑΓΚΕΣ**

**INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs), ANXIETY
AND INCLUSION OF PEOPLE WITH DISABILITIES**

της

Λορέντζου Γεωργίας

Μεταπτυχιακή διατριβή που υποβάλλεται
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τ.Ε.Φ-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

Εγκεκριμένο από την τριμελή επιτροπή:

1ος Επιβλέπων: Δρ. Δρίγκας Αθανάσιος, Ερευνητής Α' βαθμίδας,

Ι.Π.Τ.Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

2η Επιβλέπουσα: Δρ. Κατσαντώνη Σπυριδούλα, Συνεργάτης Ερευνήτρια,

Ι.Π.Τ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

3ος Επιβλέπων: Δρ. Μαντάς Παναγιώτης, Συνεργαζόμενος Ερευνητής,

Ι.Π.Τ.Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

Κομοτηνή / Αθήνα

2020

ΠΕΡΙΛΗΨΗ

Τα άτομα με ειδικές ανάγκες αυξάνονται όλο και περισσότερο στις μέρες μας και πρέπει να αντιμετωπίζονται ισάξια και να διασφαλίζεται η ένταξή τους. Σημαντικό εργαλείο αποτελούν οι Τεχνολογίες Πληροφορίας και Επικοινωνίας (Τ.Π.Ε.), οι οποίες μπορούν να συμβάλλουν θετικά στην ανάπτυξη των δεξιοτήτων τους, στην αντιμετώπιση των ελλειμμάτων τους και στην παροχή ίσων ευκαιριών στη δόμηση της προσωπικής και κοινωνικής τους ζωής. Επιπλέον, επειδή ζούμε σε μία εποχή με γρήγορους ρυθμούς ζωής τα επίπεδα άγχους φαίνεται να αυξάνονται με το πέρασμα των χρόνων και γι' αυτό τον λόγο είναι απαραίτητο να υιοθετηθούν στρατηγικές διαχείρισης του άγχους. Οι Τεχνολογίες Πληροφορίας και Επικοινωνίας (Τ.Π.Ε.) μπορούν να βοηθήσουν στη μείωση του άγχους για την ένταξη των ατόμων με ειδικές ανάγκες στην κοινωνία. Η παρούσα έρευνα αποτελεί μία βιβλιογραφική ανασκόπηση με σκοπό να διερευνήσει τη συμβολή των Τεχνολογιών Πληροφορίας και Επικοινωνίας (Τ.Π.Ε.) στη διαχείριση του άγχους και στην ένταξη των ατόμων με ειδικές ανάγκες. Τα αποτελέσματα έδειξαν πως αποτελούν υποστηρικτικό εργαλείο ελαχιστοποιώντας τα ελλείμματα των ατόμων με ειδικές ανάγκες και μειώνοντας τα επίπεδα άγχους τους. Συμπερασματικά, τα άτομα αυτά αποκτούν αυτοέλεγχο και αισθάνονται ανεξάρτητα και ισότιμα μέλη της κοινωνίας. Τα ευρήματα της παρούσας έρευνας μπορούν να χρησιμοποιηθούν από όσους ασχολούνται με την ειδική αγωγή.

Λέξεις Κλειδιά: ICT, anxiety, stress, stress management techniques, oxidative stress, inclusion, autism, ADHD, deaf, blind, Hearing impairment, visual impairment, intellectual disabilities, Down syndrome, special needs.

Με βάση τους περιορισμούς που προαναφέρθηκαν θα μπορούσε να πραγματοποιηθεί περαιτέρω βιβλιογραφική μελέτη για το θέμα της συγκεκριμένης διπλωματικής εργασίας. Ακόμη, θα ήταν ενδιαφέρον να συλλεχθούν άρθρα με διαφορετικές απόψεις σχετικά με τη συμβολή των Τ.Π.Ε στη διαχείριση του άγχους και στην ένταξη των ατόμων με ειδικές ανάγκες με στόχο να πραγματοποιηθεί η συγκριτική μελέτη τους. Επιπλέον, θα ήταν ωφέλιμο να σχεδιαστούν έρευνες που να αφορούν τη διαχείριση άγχους και την ένταξη των ατόμων με αισθητηριοκινητικές αναπηρίες και των ατόμων με Σύνδρομο Down, καθώς παρατηρήθηκε πως η βιβλιογραφία ήταν ελλιπής ως προς τις παραπάνω κατηγορίες. Έτσι, θα αυξηθούν τα δείγματα των ερευνών για τη χρήση των Τ.Π.Ε και θα ενισχυθεί η αξιοπιστία τους σχετικά με τον τρόπο που βοηθούν στον έλεγχο του άγχους και στην ένταξη των ατόμων με ειδικές ανάγκες. Τέλος, η παρούσα εργασία θα μπορούσε να χρησιμοποιηθεί ως υποστηρικτικό εργαλείο για ανθρώπους που ασχολούνται με την ειδική αγωγή και να συμβάλλει στην παρέμβαση και θεραπεία του στρες, του άγχους και των δυσκολιών που αντιμετωπίζουν τα άτομα με ειδικές ανάγκες για την ένταξή τους στην κοινωνία.

BIBΛΙΟΓΡΑΦΙΑ

- Abdallah, E. E., & Fayyoumi, E. (2016). Assistive Technology for Deaf People Based on Android Platform. *Procedia Computer Science*, 94(Fnc), 295–301. <https://doi.org/10.1016/j.procs.2016.08.044>
- Abdel Wahed, W. Y., & Hassan, S. K. (2017). Prevalence and associated factors of stress, anxiety and depression among medical Fayoum University students. *Alexandria Journal of Medicine*, 53(1), 77–84. <https://doi.org/10.1016/j.ajme.2016.01.005>
- Adjorlu, A., Barriga, N. B. B., & Serafin, S. (2019). Virtual reality music intervention to reduce social anxiety in adolescents diagnosed with autism spectrum disorder. *Proceedings of the Sound and Music Computing Conferences*, 261–268.
- Airij, g. A. (2016). *Jurnal Teknologi SMART WEARABLE STRESS MONITORING*. 5, 75–

- Alexopoulou, A., Batsou, A., & Drigas, A. S. (2019). Effectiveness of Assessment, Diagnostic and Intervention ICT Tools for Children and Adolescents with ADHD. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 7(3), 51. <https://doi.org/10.3991/ijes.v7i3.11178>
- Alnfiai, M., & Sampali, S. (2017). Social and Communication Apps for the Deaf and Hearing Impaired. *2017 International Conference on Computer and Applications, ICCA 2017*, 120–126. <https://doi.org/10.1109/COMAPP.2017.8079756>
- Alvarsson, J. J., Wiens, S., & Nilsson, M. E. (2010). Stress recovery during exposure to nature sound and environmental noise. *International Journal of Environmental Research and Public Health*, 7(3), 1036–1046. <https://doi.org/10.3390/ijerph7031036>
- Anderson, P. L., Edwards, S. M., & Goodnight, J. R. (2017). Virtual Reality and Exposure Group Therapy for Social Anxiety Disorder: Results from a 4–6 Year Follow-Up. *Cognitive Therapy and Research*, 41(2), 230–236. <https://doi.org/10.1007/s10608-016-9820-y>
- Aziz, N. S. A., Ahmad, W. F. W., & Zulkifli, N. J. B. (2015). User experience on numerical application between children with down syndrome and autism. *ACM International Conference Proceeding Series*, 2015-April, 26–31. <https://doi.org/10.1145/2742032.2742036>
- Bakola, L. N., Rizos, N. D., & Drigas, A. S. (2019). ICTs for emotional and social skills development for children with ADHD and ASD Co-existence. *International Journal of Emerging Technologies in Learning*, 14(5), 122–131. <https://doi.org/10.3991/ijet.v14i05.9430>
- Bamber, M. D., & Kraenzle Schneider, J. (2016). Mindfulness-based meditation to decrease stress and anxiety in college students: A narrative synthesis of the research. *Educational Research Review*, 18, 1–32. <https://doi.org/10.1016/j.edurev.2015.12.004>

- Bargagna, S., Castro, E., Cecchi, F., Cioni, G., Dario, P., Dell’Omo, M., Di Lieto, M. C., Inguaggiato, E., Martinelli, A., Pecini, C., & Sgandurra, G. (2019). Educational Robotics in Down Syndrome: A Feasibility Study. *Technology, Knowledge and Learning*, 24(2), 315–323. <https://doi.org/10.1007/s10758-018-9366-z>
- Barnes, R. P., Fouquerel, E., & Opresko, P. L. (2019). The impact of oxidative DNA damage and stress on telomere homeostasis. *Mechanisms of Ageing and Development*, 177(February 2018), 37–45. <https://doi.org/10.1016/j.mad.2018.03.013>
- Bashiri, A., Ghazisaeedi, M., & Shahmoradi, L. (1955). The rehabilitation of children. *The Journal of Pediatrics*, 47(4), 536. [https://doi.org/10.1016/S0022-3476\(55\)80071-6](https://doi.org/10.1016/S0022-3476(55)80071-6)
- Benmarrakchi, F. E., El Kafi, J., Elhore, A., & Haie, S. (2017). Exploring the use of the ICT in supporting dyslexic students’ preferred learning styles : A preliminary evaluation. *Education and Information Technologies*, 22(6), 2939–2957. <https://doi.org/10.1007/s10639-016-9551-4>
- Bharatharaj, J., Huang, L., Al-Jumaily, A., Elara, M. R., & Krägeloh, C. (2017). Investigating the Effects of Robot-Assisted Therapy among Children with Autism Spectrum Disorder using Bio-markers. *IOP Conference Series: Materials Science and Engineering*, 234(1). <https://doi.org/10.1088/1757-899X/234/1/012017>
- Bianchi, R., Schonfeld, I. S., & Laurent, E. (2015). Is it Time to Consider the “Burnout Syndrome” A Distinct Illness? *Frontiers in Public Health*, 3(June), 1–3. <https://doi.org/10.3389/fpubh.2015.00158>
- Bisht, S., & Dada, R. (2017). Oxidative stress: Major executioner in disease pathology, role in sperm DNA damage and preventive strategies. *Frontiers in Bioscience - Scholar*, 9(3), 420–447. <https://doi.org/10.2741/s495>
- Blanco, C., Rubio, J., Wall, M., Wang, S., Jiu, C. J., & Kendler, K. S. (2014). Risk factors for anxiety disorders: Common and specific effects in a national sample. *Depression and Anxiety*, 31(9), 756–764. <https://doi.org/10.1002/da.22247>

- Bonarini, A., Clasadonte, F., Garzotto, F., & Gelsomini, M. (2015). Blending robots and full-body interaction with large screens for children with intellectual disability. *Proceedings of IDC 2015: The 14th International Conference on Interaction Design and Children, Figure 2*, 351–354. <https://doi.org/10.1145/2771839.2771914>
- Bouchard, S., Dumoulin, S., Robillard, G., Guitard, T., Klinger, E., Forget, H., Loranger, C., & Roucaut, F. X. (2017). Virtual reality compared with in vivo exposure in the treatment of social anxiety disorder: A three-arm randomised controlled trial. *British Journal of Psychiatry*, 210(4), 276–283. <https://doi.org/10.1192/bjp.bp.116.184234>
- Bry, L. J., Chou, T., Miguel, E., & Comer, J. S. (2018). Consumer Smartphone Apps Marketed for Child and Adolescent Anxiety: A Systematic Review and Content Analysis. *Behavior Therapy*, 49(2), 249–261. <https://doi.org/10.1016/j.beth.2017.07.008>
- Buzzi, M. C., Buzzi, M., Perrone, E., & Senette, C. (2019). Personalized technology-enhanced training for people with cognitive impairment. *Universal Access in the Information Society*, 18(4), 891–907. <https://doi.org/10.1007/s10209-018-0619-3>
- Callan, J. A., Wright, J., Siegle, G. J., Howland, R. H., & Kepler, B. B. (2017). Use of Computer and Mobile Technologies in the Treatment of Depression. *Archives of Psychiatric Nursing*, 31(3), 311–318. <https://doi.org/10.1016/j.apnu.2016.10.002>
- Carper, M. M. (2017). Multimedia Field Test Thinking About Exposures? There's an App for That! *Cognitive and Behavioral Practice*, 24(1), 121–127. <https://doi.org/10.1016/j.cbpra.2016.11.001>
- Castillo, M., & Castillo, M. (2019). *Dominican Scholar The Effects of a Mindfulness-Based Intervention on Middle School Students with Special Needs. May*.
- Chen, Y. T. (2014). A study to explore the effects of self-regulated learning

- environment for hearing-impaired students. *Journal of Computer Assisted Learning*, 30(2), 97–109. <https://doi.org/10.1111/jcal.12023>
- Cheung, K., Ling, W., Karr, C. J., Weingardt, K., Schueller, S. M., & Mohr, D. C. (2018). Evaluation of a recommender app for apps for the treatment of depression and anxiety: An analysis of longitudinal user engagement. *Journal of the American Medical Informatics Association*, 25(8), 955–962. <https://doi.org/10.1093/jamia/ocy023>
- Chiu, T. K. F., & Churchill, D. (2016). Adoption of mobile devices in teaching: changes in teacher beliefs, attitudes and anxiety. *Interactive Learning Environments*, 24(2), 317–327. <https://doi.org/10.1080/10494820.2015.1113709>
- Chuan, C. H., & Guardino, C. A. (2016). Designing SmartSignPlay: An interactive and intelligent American Sign Language app for children who are deaf or hard of hearing and their families. *International Conference on Intelligent User Interfaces, Proceedings IUI*, 45–48. <https://doi.org/10.1145/2876456.2879483>
- Chuan, N. K., Sivaji, A., Loo, F. A., Ahmad, W. F. W., & Nathan, S. S. (2018). Evaluating “Gesture Interaction” requirements of mobile applications for deaf users: Discovering the needs of the hearing-impaired in using touchscreen gestures. *2017 IEEE Conference on Open Systems, ICOS 2017, 2018-Janua*, 90–95. <https://doi.org/10.1109/ICOS.2017.8280280>
- Cibrian, F. L., Lakes, K. D., Tavakoulnia, A., Guzman, K., Schuck, S., & Hayes, G. (2020). Supporting self-regulation of children with ADHD using wearables: Tensions and design challenges. *CHI Conference on Human Factors in Computing Systems*, 1–13. <https://doi.org/10.1145/3313831.3376837>
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). Perceived Stress Scale. *Journal of Health and Social Behavior*, 386–396. <http://www.mindgarden.com/products/pss.htm>
- Cooney, P., Jackman, C., Tunney, C., Coyle, D., & O’Reilly, G. (2018). Computer-assisted cognitive behavioural therapy: The experiences of adults who have an

- intellectual disability and anxiety or depression. *Journal of Applied Research in Intellectual Disabilities*, 31(6), 1032–1045. <https://doi.org/10.1111/jar.12459>
- Coyle, D., Reilly, G. O., Cooney, P., & Jackman, C. (2016). Pesky gNATs : Using Games to Support Mental Health Interventions for Adolescents. *Proceedings of the The 15th International Conference on Interaction Design and Children- IDC '16*, 486–498.
https://researchrepository.ucd.ie/bitstream/10197/9310/1/Coyle_et_al_Pesky_gNATs.pdf
- Day, V., McGrath, P. J., & Wojtowicz, M. (2013). Internet-based guided self-help for university students with anxiety, depression and stress: A randomized controlled clinical trial. *Behaviour Research and Therapy*, 51(7), 344–351. <https://doi.org/10.1016/j.brat.2013.03.003>
- De Boeck, J., Daems, J., & Dekelver, J. (2012). Spe-Ler: Serious gaming for youngsters with intellectual disabilities. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 7382 LNCS(PART 1), 479–483. https://doi.org/10.1007/978-3-642-31522-0_72
- Dehghan-nayeri, N., & Adib-Hajbaghery, M. (2011). Effects of progressive relaxation on anxiety and quality of life in female students: A non-randomized controlled trial. *Complementary Therapies in Medicine*, 19(4), 194–200. <https://doi.org/10.1016/j.ctim.2011.06.002>
- Dibia, V. (2016). FOQUS: A smartwatch application for individuals withadhd and mental health challenges. *ASSETS 2016 - Proceedings of the 18th International ACM SIGACCESS Conference on Computers and Accessibility*, 311–312. <https://doi.org/10.1145/2982142.2982207>
- Doan, M., Cibrian, F., Jang, A., Khare, N., Chang, S., Li, A., Schuck, S., Lakes, K. D., & Hayes, G. R. (2020). CoolCraig : A smart watch / phone application supporting co-regulation of children with ADHD. *Adjunt CHI Conference on Human Factors in Computing Systems*, 1–8. <https://doi.org/10.1145/3334480.3382991>

- Drigas, A., & Karyotaki, M. (2018). Mindfulness Training & Assessment and Intelligence. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 6(3), 70. <https://doi.org/10.3991/ijes.v6i3.9248>
- Drigas, A., & Karyotaki, M. (2019). Attention and its role: Theories and models. *International Journal of Emerging Technologies in Learning*, 14(12), 169–182. <https://doi.org/10.3991/ijet.v14i12.10185>
- Drigas, A., & Mitsea, E. (2020). The Triangle of Spiritual Intelligence, Metacognition and Consciousness. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 8(1), 4. <https://doi.org/10.3991/ijes.v8i1.12503>
- Drigas, A. S., & Kokkalia, G. (2014). *Jucs_20_10_1499_1510_Drigas.Pdf*. 20(10), 1499–1510.
- Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(5). <https://doi.org/10.3390/bs8050045>
- Drigas, A. S., & Pappas, M. A. (2017). The Consciousness-Intelligence-Knowledge Pyramid: An 8x8 Layer Model. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 5(3), 14. <https://doi.org/10.3991/ijes.v5i3.7680>
- Ehsan, D., & Ehsan, D. (2014). The effect of anxiety and emotional intelligence on students ' learning process faculty of human ecology. *Journal of Education & Social Policy*, 1(2), 115–122.
- Ertin, E., Raij, A., Stohs, N., Al'Absi, M., Kumar, S., & Mitra, S. (2011). Demo: An unobtrusively wearable sensor suite for inferring the onset, causality, and consequences of stress in the field. *SenSys 2011 - Proceedings of the 9th ACM Conference on Embedded Networked Sensor Systems*, 437–438. <https://doi.org/10.1145/2070942.2071027>
- Feinstein, J. S., Khalsa, S. S., Yeh, H., Al Zoubi, O., Arevian, A. C., Wohlrab, C., Pantino, M. K., Cartmell, L. J., Simmons, W. K., Stein, M. B., & Paulus, M. P. (2018). The Elicitation of Relaxation and Interoceptive Awareness Using Floatation Therapy

- in Individuals With High Anxiety Sensitivity. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 3(6), 555–562. <https://doi.org/10.1016/j.bpsc.2018.02.005>
- Fernández-López, Á., Rodríguez-Fórtiz, M. J., Rodríguez-Almendros, M. L., & Martínez-Segura, M. J. (2013). Mobile learning technology based on iOS devices to support students with special education needs. *Computers and Education*, 61(1), 77–90. <https://doi.org/10.1016/j.compedu.2012.09.014>
- Flink, I. K., Sfyrikou, C., & Persson, B. (2016). Customized CBT via internet for adolescents with pain and emotional distress: A pilot study. *Internet Interventions*, 4, 43–50. <https://doi.org/10.1016/j.invent.2016.03.002>
- Friesen, L. N., Hadjistavropoulos, H. D., & Pugh, N. E. (2014). A qualitative examination of psychology graduate students' experiences with guided Internet-delivered cognitive behaviour therapy. *Internet Interventions*, 1(2), 41–48. <https://doi.org/10.1016/j.invent.2014.04.001>
- Fuchs, W. W., Mundschenk, N. J., & Groark, B. (2017). A Promising Practice: School-Based Mindfulness-Based Stress Reduction for Children with Disabilities. *Journal of International Special Needs Education*, 20(2), 56–66. <https://doi.org/10.9782/2159-4341-20.2.56>
- Gharagozloo, M., Kalantari, H., Rezaei, A., Maracy, M. R., Salehi, M., Bahador, A., Hassannejad, N., Narimani, M., Sanei, M. H., Bayat, B., & Ghazanfari, H. (2015). CLINICAL STUDY Immune-mediated cochleovestibular disease. *Bratislavsk?? Lek??Rske Listy*, 116(5), 296–301. <https://doi.org/10.4149/BLL>
- Goyena, R., & Fallis, A. . (2019). 濟無No Title No Title. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). <https://doi.org/10.1017/CBO9781107415324.004>
- Green, M. (2018). Sides. *The Essential Pantry*, 84–99. <https://doi.org/10.2307/j.ctv3znxf4.10>
- Grossi, G., Perski, A., Osika, W., & Savic, I. (2015). Stress-related exhaustion disorder

- clinical manifestation of burnout? A review of assessment methods, sleep impairments, cognitive disturbances, and neuro-biological and physiological changes in clinical burnout. *Scandinavian Journal of Psychology*, 56(6), 626–636. <https://doi.org/10.1111/sjop.12251>
- Guillén, V., Baños, R. M., & Botella, C. (2018). Users' opinion about a virtual reality system as an adjunct to psychological treatment for stress-related disorders: A quantitative and qualitative mixed-methods study. *Frontiers in Psychology*, 9(JUN), 1–14. <https://doi.org/10.3389/fpsyg.2018.01038>
- Hakobyan, L., Lumsden, J., O'Sullivan, D., & Bartlett, H. (2013). Mobile assistive technologies for the visually impaired. *Survey of Ophthalmology*, 58(6), 513–528. <https://doi.org/10.1016/j.survophthal.2012.10.004>
- Hamburg, I. (2017). Inclusive Education and Digital Social innovation. *Advances in Social Sciences Research Journal*, 4(5), 162–169. <https://doi.org/10.14738/assrj.45.2861>
- Hamburg, I., & Bucksch, S. (2015). *ICT - Based Approaches to Support Learners with Disabilities*. 2(June), 1–12.
- Hare, D. J., Gracey, C., & Wood, C. (2016). Anxiety in high-functioning autism: A pilot study of experience sampling using a mobile platform. *Autism*, 20(6), 730–743. <https://doi.org/10.1177/1362361315604817>
- Haydicky, J., Wiener, J., Badali, P., Milligan, K., & Ducharme, J. M. (2012). Evaluation of a Mindfulness-based Intervention for Adolescents with Learning Disabilities and Co-occurring ADHD and Anxiety. *Mindfulness*, 3(2), 151–164. <https://doi.org/10.1007/s12671-012-0089-2>
- Hill, D. C., Moss, R. H., Sykes-Muskett, B., Conner, M., & O'Connor, D. B. (2018). Stress and eating behaviors in children and adolescents: Systematic review and meta-analysis. *Appetite*, 123, 14–22. <https://doi.org/10.1016/j.appet.2017.11.109>
- Hoffman, N., Sterkenburg, P. S., & Van Rensburg, E. (2019). The effect of technology

assisted therapy for intellectually and visually impaired adults suffering from separation anxiety: Conquering the fear. *Assistive Technology*, 31(2), 98–105. <https://doi.org/10.1080/10400435.2017.1371813>

Hoge, E., Bui, E., Marques, L., Metcalf, C., Morris, L., Robinaugh, D., Worthington, J., Pollack, M., & Simon, N. (2013). Randomized Controlled Trial of Mindfulness Meditation for Generalized Anxiety Disorder: Effects on Anxiety and stress Reactivity. *Journal of Clinical Psychiatry* [revista en Internet] 2013 [acceso 12 de febrero de 2019]; 74(8): 786-792. *J Clin Psychiatry*, 74(8), 786–792. <https://doi.org/10.4088/JCP.12m08083>

Hosono, N., Nakanishi, M., Inoue, H., & Tomita, Y. (2014). Urgent mobile tool for hearing impaired, language dysfunction and foreigners at emergency situation. *MobileHCI 2014 - Proceedings of the 16th ACM International Conference on Human-Computer Interaction with Mobile Devices and Services*, 413–416. <https://doi.org/10.1145/2628363.2633568>

Hung, C.-M., Huang, I., & Hwang, G.-J. (2014). Effects of digital game-based learning on students' self-efficacy, motivation, anxiety, and achievements in learning mathematics. *Journal of Computers in Education*, 1(2–3), 151–166. <https://doi.org/10.1007/s40692-014-0008-8>

In, S. (2016). *Modern technologies in support of communication between persons with severe hearing impairments and public administration authorities* t. 5, 530–541.

Jafari, F. (2019). *Technology-Assisted Navigation in Public Spaces for Hard of Hearing People*. August. <http://surface.syr.edu/cgi/viewcontent.cgi?article=1365&context=thesis>

Jain, D. (2014). Pilot evaluation of a path-guided indoor navigation system for visually impaired in a public museum. *ASSETS14 - Proceedings of the 16th International ACM SIGACCESS Conference on Computers and Accessibility*, 273–274. <https://doi.org/10.1145/2661334.2661405>

- Jivet, I., Scheffel, M., Drachsler, H., & Specht, M. (2017). Awareness Is Not Enough : Pitfalls of Learning Practice. *Data Driven Approaches in Digital Education, September*, 82–96. <https://doi.org/10.1007/978-3-319-66610-5>
- Jo Shan Fu, ., & Fu, J. S. (2013). ICT in Education : A Critical Literature Review and Its Implications. *International Journal of Education and Development Using Information and Communication Technology*, 9(1), 112–125.
- Jonker, D., Sterkenburg, P. S., & Van Rensburg, E. (2015). Caregiver-mediated therapy for an adult with visual and intellectual impairment suffering from separation anxiety. *Research in Developmental Disabilities*, 47, 1–13. <https://doi.org/10.1016/j.ridd.2015.08.005>
- Jönsson, P., Österberg, K., Wallergård, M., Hansen, Å. M., Garde, A. H., Johansson, G., & Karlson, B. (2015). Exhaustion-related changes in cardiovascular and cortisol reactivity to acute psychosocial stress. *Physiology and Behavior*, 151, 327–337. <https://doi.org/10.1016/j.physbeh.2015.07.020>
- Kabir, R. S., Haramaki, Y., Ki, H., & Ohno, H. (2018). Self-active relaxation therapy (SART) and self-regulation: A comprehensive review and comparison of the Japanese body movement approach. *Frontiers in Human Neuroscience*, 12(February). <https://doi.org/10.3389/fnhum.2018.00021>
- Kaboski, J. R., Diehl, J. J., Beriont, J., Crowell, C. R., Villano, M., Wier, K., & Tang, K. (2015). Brief Report: A Pilot Summer Robotics Camp to Reduce Social Anxiety and Improve Social/Vocational Skills in Adolescents with ASD. *Journal of Autism and Developmental Disorders*, 45(12), 3862–3869. <https://doi.org/10.1007/s10803-014-2153-3>
- Kassymova, G. (2018). *Stress Management Techniques Recommended for Students*. 198, 1–7. <https://doi.org/10.31643/2018.008>
- Keryakos, Y., Bou Issa, Y., Makhoul, A., & Salomon, M. (2020). *Analyzing Stress Situations for Blind People*. 454–461. <https://doi.org/10.1109/sitis.2019.00079>
- Kim, H. K., Han, S. H., Park, J., & Park, J. (2016). The interaction experiences of

- visually impaired people with assistive technology: A case study of smartphones. *International Journal of Industrial Ergonomics*, 55, 22–33. <https://doi.org/10.1016/j.ergon.2016.07.002>
- Koszycki, D., Raab, K., Aldosary, F., & Bradwejn, J. (2010). A multifaith spiritually based intervention for generalized anxiety disorder: A pilot randomized trial. *Journal of Clinical Psychology*, 66(4), 430–441. <https://doi.org/10.1002/jclp>
- Kourbetis, V., Boukouras, K., & Gelastopoulou, M. (2016). Multimodal accessibility for deaf students using interactive video, digital repository and hybrid books. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 9739, 93–102. https://doi.org/10.1007/978-3-319-40238-3_10
- Kramer, D., Covaci, A., & Augusto, J. C. (2015). Developing Navigational Services for People with Down’s Syndrome. *Proceedings - 2015 International Conference on Intelligent Environments, IE 2015, Id*, 128–131. <https://doi.org/10.1109/IE.2015.26>
- Krasniqi, V., Ackovska, N., & Zdravkova, K. (2017). *Emerging Role of Robot-Assisted Occupational Therapy for Children with Down Syndrome*. <https://doi.org/10.33107/ubt-ic.2017.278>
- Kyriakou, T., Charitaki, G., & Kotsopoulou, A. (2015). Multi-Sensory Approach through the Use of ICT for the School Inclusion of a Child with Down Syndrome. *Procedia Computer Science*, 65(Iccmit), 158–167. <https://doi.org/10.1016/j.procs.2015.09.104>
- Lancioni, G. E., Singh, N. N., O’Reilly, M. F., Sigafoos, J., Alberti, G., Perilli, V., Zimbaro, C., & Chiariello, V. (2017). Supporting leisure and communication in people with visual and intellectual disabilities via a smartphone-based program. *British Journal of Visual Impairment*, 35(3), 257–263. <https://doi.org/10.1177/0264619617715497>
- Lancioni, G. E., Singh, N. N., O’Reilly, M. F., Sigafoos, J., Green, V., Oliva, D., & Lang, R.

- (2011). Microswitch and keyboard-emulator technology to facilitate the writing performance of persons with extensive motor disabilities. *Research in Developmental Disabilities*, 32(2), 576–582. <https://doi.org/10.1016/j.ridd.2010.12.017>
- Lara S, L., Caballero I, M., C, B., Castillo MD, del, I, S., R, R., JM, B.-L., Lorenzo T, M., Saiz B, M., Barragán A, R., Mussin E, P., García M, L.-O., A, P.-S., & E, R. (2016). Can robotic-based top-down rehabilitation therapies improve motor control in children with cerebral palsy? A perspective on the CPWalker project. *Biomedical Research and Clinical Practice*, 1(1), 22–26. <https://doi.org/10.15761/brcp.1000106>
- Larson, H. a, Ramahi, M. K. El, Conn, S. R., Estes, L. a, & Ghibellini, A. B. (2010). Reducing test anxiety among third grade students through the implementation of relaxation techniques. *Journal of School Counseling*, 8, 1–19.
- Lee, L. Y. K., Chong, Y. L., Li, N. Y., Li, M. C., Lin, L. N., Wong, L. Y., Wong, B. K., Yip, W. P., Hon, C. H., Chung, P. K., & Man, S. Y. (2013). Feasibility and effectiveness of a chen-style Tai Chi programme for stress reduction in junior secondary school students. *Stress and Health*, 29(2), 117–124. <https://doi.org/10.1002/smi.2435>
- Long, S. K., Karpinsky, N. D., Döner, H., & Still, J. D. (2016). Using a mobile application to help visually impaired individuals explore the outdoors. *Advances in Intelligent Systems and Computing*, 500(August), 213–223. https://doi.org/10.1007/978-3-319-41962-6_19
- Luneski, A., Konstantinidis, E., Hitoglou-Antoniadou, M., & Bamidis, P. D. (2008). Affective computer-aided learning for autistic children. *1st Workshop of Child, Computer and Interaction (WOCCI '08). Chania, Greece*.
- Magaldi, D., & Park-Taylor, J. (2016). Our Students ' Minds Matter : Integrating Mindfulness Practices into Special Education Classrooms. *The Journal Of Special Education Apprecticeship*, 5(2).
- Maples-keller, J. L., Bunnell, B. E., Kim, S., Barbara, O., & Sciences, B. (2017). *and*

Other Psychiatric Disorders. 25(3), 103–113.
<https://doi.org/10.1097/HRP.000000000000138>.The

Mekhalfi, M. L., Melgani, F., Zeggada, A., De Natale, F. G. B., Salem, M. A. M., & Khamis, A. (2016). Recovering the sight to blind people in indoor environments with smart technologies. *Expert Systems with Applications*, 46, 129–138.
<https://doi.org/10.1016/j.eswa.2015.09.054>

Mendoza-González, A., Luna-García, H., Mendoza-González, R., Rusu, C., Gamboa-Rosales, H., Galván-Tejada, J. I., Arceo-Olague, J. G., Celaya-Padilla, J. M., & Solis-Robles, R. (2018). An approach to make software testing for users with down syndrome a little more pleasant. *ACM International Conference Proceeding Series*. <https://doi.org/10.1145/3233824.3233854>

Miloff, A., Marklund, A., & Carlbring, P. (2015). The challenger app for social anxiety disorder: New advances in mobile psychological treatment. *Internet Interventions*, 2(4), 382–391. <https://doi.org/10.1016/j.invent.2015.08.001>

Mitsea, E., & Drigas, A. (2019). A journey into the metacognitive learning strategies. *International Journal of Online and Biomedical Engineering*, 15(14).
<https://doi.org/10.3991/IJOE.V15I14.11379>

Moberg, C., Niles, A., & Beermann, D. (2019). Guided self-help works: Randomized waitlist controlled trial of Pacifica, a mobile app integrating cognitive behavioral therapy and mindfulness for stress, anxiety, and depression. *Journal of Medical Internet Research*, 21(6), 1–17. <https://doi.org/10.2196/12556>

Mohamad, M., Yahaya, W. A. J. W., & Wahid, N. A. (2018). The preliminary study of a mobile health application for visual impaired individual. *ACM International Conference Proceeding Series*, 97–101.
<https://doi.org/10.1145/3206129.3268914>

Muljono, Saraswati, G. W., Winarsih, N. A. S., Rokhman, N., Supriyanto, C., & Pujiono. (2019). Developing BacaBicara: An Indonesian lipreading system as an independent communication learning for the deaf and hard-of-hearing.

- International Journal of Emerging Technologies in Learning*, 14(4), 44–57.
<https://doi.org/10.3991/ijet.v14i04.9578>
- Münzel, T., Sørensen, M., Schmidt, F., Schmidt, E., Steven, S., Kröller-Schön, S., & Daiber, A. (2018). The Adverse Effects of Environmental Noise Exposure on Oxidative Stress and Cardiovascular Risk. *Antioxidants and Redox Signaling*, 28(9), 873–908. <https://doi.org/10.1089/ars.2017.7118>
- Nada, A. A., Fakhr, M. A., & Seddik, A. F. (2015). Assistive infrared sensor based smart stick for blind people. *Proceedings of the 2015 Science and Information Conference, SAI 2015*, 1149–1154. <https://doi.org/10.1109/SAI.2015.7237289>
- Nadeem, M., Ali, A., Maqbool, S., & Zaidi, S. U. (2012). Impact of Anxiety on the Academic Achievement of Students Having Different Mental Abilities at University level in Bahawalpur (Southern Punjab) Pakistan. *International Online Journal of Educational Sciences*, 4(3), 519–528.
http://www.iojes.net/userfiles/Article/IOJES_758.pdf
- Näslund, R., & Gardelli, Å. (2013). “I know, I can, I will try”: Youths and adults with intellectual disabilities in Sweden using information and communication technology in their everyday life. *Disability and Society*, 28(1), 28–40.
<https://doi.org/10.1080/09687599.2012.695528>
- Nelson, J. M., & Harwood, H. (2011). Learning disabilities and anxiety: A meta-analysis. *Journal of Learning Disabilities*, 44(1), 3–17.
<https://doi.org/10.1177/0022219409359939>
- Nguyen-Rodriguez, S. T., Unger, J. B., & Spruijt-Metz, D. (2009). Psychological determinants of emotional eating in adolescence. *Eating Disorders*, 17(3), 211–224. <https://doi.org/10.1080/10640260902848543>
- Ntaountaki, P., Lorentzou, G., Lykothanasi, A., Anagnostopoulou, P., Alexandropoulou, V., & Drigas, A. (2019). Robotics in Autism Intervention. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 7(4), 4. <https://doi.org/10.3991/ijes.v7i4.11448>

- Oakley, G., Howitt, C., Garwood, R., & Durack, A. R. (2013). Becoming multimodal authors: Pre-service teachers' interventions to support young children with autism. *Australian Journal of Early Childhood*, 38(3), 86–96. <https://doi.org/10.1177/183693911303800311>
- Obradović, S., Bjekić, D., & Zlatić, L. (2015). Creative Teaching with ICT Support for Students with Specific Learning Disabilities. *Procedia - Social and Behavioral Sciences*, 203, 291–296. <https://doi.org/10.1016/j.sbspro.2015.08.297>
- Olsen, M. R., Casado-Lumbreras, C., & Colomo-Palacios, R. (2016). ADHD in eHealth - A Systematic Literature Review. *Procedia Computer Science*, 100(1877), 207–214. <https://doi.org/10.1016/j.procs.2016.09.142>
- Papanastasiou, G., Drigas, A., Skianis, C., Lytras, M., & Papanastasiou, E. (2018). Patient-centric ICTs based healthcare for students with learning, physical and/or sensory disabilities. *Telematics and Informatics*, 35(4), 654–664. <https://doi.org/10.1016/j.tele.2017.09.002>
- Papoutsis, C., Drigas, A., & Skianis, C. (2018). Mobile applications to improve emotional intelligence in Autism - A review. *International Journal of Interactive Mobile Technologies*, 12(6), 47–61. <https://doi.org/10.3991/ijim.v12i6.9073>
- Pappas, M. A., Demertzi, E., Papagerasimou, Y., Koukianakis, L., Kouremenos, D., Loukidis, I., & Drigas, A. S. (2018). E-learning for deaf adults from a user-centered perspective. *Education Sciences*, 8(4). <https://doi.org/10.3390/educsci8040206>
- Pennington, R., Welch, K. C., & Scott, R. (2014). Using Robot-Assisted Instruction to Teach Students with Intellectual Disabilities to Use Personal Narrative in Text Messages. *Journal of Special Education Technology*, 29(4), 49–58. <https://doi.org/10.1177/016264341402900404>
- Pham, Q., Khatib, Y., Stansfeld, S., Fox, S., & Green, T. (2016). Feasibility and Efficacy of an mHealth Game for Managing Anxiety: “Flowy” Randomized Controlled Pilot Trial and Design Evaluation. *Games for Health Journal*, 5(1), 50–67.

<https://doi.org/10.1089/g4h.2015.0033>

Pignatelli, P., Menichelli, D., Pastori, D., & Violi, F. (2018). Oxidative stress and cardiovascular disease: New insights. *Kardiologia Polska*, 76(4), 713–722. <https://doi.org/10.5603/KP.a2018.0071>

Plakopiti, A., & Bellou, I. (2014). Text configuration and the impact of anxiety on pupils with dyslexia. *Procedia Computer Science*, 27(Dsai 2013), 130–137. <https://doi.org/10.1016/j.procs.2014.02.016>

Podest, R. De, Bonacin, R., & Gon, P. (2018). Universal Access in Human-Computer Interaction. Virtual, Augmented, and Intelligent Environments. *Universal Access in Human-Computer Interaction. Virtual, Augmented, and Intelligent Environments*, 10908(June), 226–245. <https://doi.org/10.1007/978-3-319-92052-8>

Pop, T., & Włodyka, R. (2012). Influence of Tai Chi exercises on relaxation of healthy individuals. *Journal of Combat Sports and Martial Arts*, 3(1), 35–41. <https://doi.org/10.5604/20815735.1047645>

Poprac, P., Jomova, K., Simunkova, M., Kollar, V., Rhodes, C. J., & Valko, M. (2017). Targeting Free Radicals in Oxidative Stress-Related Human Diseases. *Trends in Pharmacological Sciences*, 38(7), 592–607. <https://doi.org/10.1016/j.tips.2017.04.005>

Poyade, M., Morris, G., Taylor, I., & Portela, V. (2017). Using mobile virtual reality to empower people with hidden disabilities to overcome their barriers. *ICMI 2017 - Proceedings of the 19th ACM International Conference on Multimodal Interaction, 2017-Janua*, 504–505. <https://doi.org/10.1145/3136755.3143025>

Pramana, G., Parmanto, B., Kendall, P. C., & Silk, J. S. (2014). The SmartCAT: An m-health platform for ecological momentary intervention in child anxiety treatment. *Telemedicine and E-Health*, 20(5), 419–427. <https://doi.org/10.1089/tmj.2013.0214>

Pratt, M. L., & Hill, E. L. (2011). Anxiety profiles in children with and without

- developmental coordination disorder. *Research in Developmental Disabilities*, 32(4), 1253–1259. <https://doi.org/10.1016/j.ridd.2011.02.006>
- Psillos, D., & Paraskevas, A. (2017). Research on e-Learning and ICT in Education. In *Research on e-Learning and ICT in Education* (Issue September). <https://doi.org/10.1007/978-3-319-34127-9>
- Ramli, N. H. H., Alavi, M., Mehrinezhad, S. A., & Ahmadi, A. (2018). Academic stress and self-regulation among university students in Malaysia: Mediator role of mindfulness. *Behavioral Sciences*, 8(1). <https://doi.org/10.3390/bs8010012>
- Ranabir, S., & Reetu, K. (2011). Stress and hormones. *Indian Journal of Endocrinology and Metabolism*, 15(1), 18. <https://doi.org/10.4103/2230-8210.77573>
- Regehr, C., Glancy, D., & Pitts, A. (2013). Interventions to reduce stress in university students: A review and meta-analysis. *Journal of Affective Disorders*, 148(1), 1–11. <https://doi.org/10.1016/j.jad.2012.11.026>
- Ricci, C., Miglino, O., Alberti, G., Perilli, V., & Lancioni, G. E. (2017). Speech generating technology to support request responses of persons with intellectual and multiple disabilities. *International Journal of Developmental Disabilities*, 63(4), 238–245. <https://doi.org/10.1080/20473869.2017.1288888>
- Robles-Bykbaev, V., Andrade-Prieto, E., Solorzano-Guerrero, P., Robles-Bykbaev, Y., Pesantez-Aviles, F., & Parra-Astudillo, A. (2018). An educational support tool based on robotic assistants, mobile apps, and expert systems for children with Down syndrome. *Proceedings of the 2018 IEEE 25th International Conference on Electronics, Electrical Engineering and Computing, INTERCON 2018*, 10–13. <https://doi.org/10.1109/INTERCON.2018.8526467>
- Ross, A. J., Medow, M. S., Rowe, P. C., & Stewart, J. M. (2013). What is brain fog? An evaluation of the symptom in postural tachycardia syndrome. *Clinical Autonomic Research*, 23(6), 305–311. <https://doi.org/10.1007/s10286-013-0212-z>
- Saeteng, T., Srionuan, T., Choksuchat, C., & Trakulmaykee, N. (2019). Reforming

- Warning and Obstacle Detection Assisting Visually Impaired People on mHealth. *2019 IEEE International Conference on Consumer Electronics - Asia, ICCE-Asia 2019*, 176–179. <https://doi.org/10.1109/ICCE-Asia46551.2019.8942213>
- Sağlam, M. (2019). No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title. *FLEPS 2019 - IEEE International Conference on Flexible and Printable Sensors and Systems, Proceedings*, 6(1), 1–46. <https://doi.org/10.1016/j.surfcoat.2019.125084>
- Sampl, J., Maran, T., & Furtner, M. R. (2017). A Randomized Controlled Pilot Intervention Study of a Mindfulness-Based Self-Leadership Training (MBSLT) on Stress and Performance. *Mindfulness*, 8(5), 1393–1407. <https://doi.org/10.1007/s12671-017-0715-0>
- Sartorato, F., Przybylowski, L., & Sarko, D. K. (2017). Improving therapeutic outcomes in autism spectrum disorders: Enhancing social communication and sensory processing through the use of interactive robots. *Journal of Psychiatric Research*, 90, 1–11. <https://doi.org/10.1016/j.jpsychires.2017.02.004>
- Schuck, S., Emmerson, N., Ziv, H., Collins, P., Arastoo, S., Warschauer, M., Crinella, F., & Lakes, K. (2016). Designing an iPad app to monitor and improve classroom behavior for children with ADHD: ISelfControl feasibility and pilot studies. *PLoS ONE*, 11(10), 1–13. <https://doi.org/10.1371/journal.pone.0164229>
- Shrieber, B., & Seifert, T. (2009). College Students with Learning Disabilities and/or ADHD Use of a Handheld Computer Compared to Conventional Planners. *Proceedings of the Chais Conference {...}*, Ld, 167–172.
- Silvera-Tawil, D., Bradford, D., & Roberts-Yates, C. (2018). Talk to Me: The Role of Human-Robot Interaction in Improving Verbal Communication Skills in Students with Autism or Intellectual Disability. *RO-MAN 2018 - 27th IEEE International Symposium on Robot and Human Interactive Communication*, 1196–1201. <https://doi.org/10.1109/ROMAN.2018.8525698>
- Silvera-Tawil, D., & Roberts-Yates, C. (2018). Socially-Assistive Robots to Enhance

- Learning for Secondary Students with Intellectual Disabilities and Autism. *ROMAN 2018 - 27th IEEE International Symposium on Robot and Human Interactive Communication*, 838–843. <https://doi.org/10.1109/ROMAN.2018.8525743>
- Sonne, T., & Jensen, M. M. (2016). ChillFish: A respiration game for children with ADHD. *TEI 2016 - Proceedings of the 10th Anniversary Conference on Tangible Embedded and Embodied Interaction*, 271–278. <https://doi.org/10.1145/2839462.2839480>
- Stathopoulou, A., Loukeris, D., Karabatzaki, Z., Politi, E., Salapata, Y., & Drigas, A. (2020). Evaluation of Mobile Apps Effectiveness in Children with Autism Social Training via Digital Social Stories. *International Journal of Interactive Mobile Technologies (IJIM)*, 14(03), 4. <https://doi.org/10.3991/ijim.v14i03.10281>
- Stoll, R. D., Pina, A. A., Gary, K., & Amresh, A. (2017). Usability of a Smartphone Application to Support the Prevention and Early Intervention of Anxiety in Youth. *Cognitive and Behavioral Practice*, 24(4), 393–404. <https://doi.org/10.1016/j.cbpra.2016.11.002>
- Szyplowska, M., Kuś, A., Gładysz, K., Neścior, M., & Szpiech, K. (2019). Beneficial health effects of treatment with flotation-REST on stress and blood pressure. *Journal of Education, Health and Sport*, 9(7), 372–377. <https://doi.org/10.5281/ZENODO.3346099>
- Taneja, A., Vishal, S. B., Mahesh, V., & Geethanjali, B. (2017). Virtual reality based neuro-rehabilitation for mental stress reduction. *2017 4th International Conference on Signal Processing, Communication and Networking, ICSCN 2017*, 1–5. <https://doi.org/10.1109/ICSCN.2017.8085665>
- Tarrasch, R. (2015). Mindfulness Meditation Training for Graduate Students in Educational Counseling and Special Education: A Qualitative Analysis. *Journal of Child and Family Studies*, 24(5), 1322–1333. <https://doi.org/10.1007/s10826-014-9939-y>

- Tavakoulnia, A., Guzman, K., Cibrian, F. L., Lakes, K. D., Hayes, G., & Schuck, S. E. B. (2019). Designing a wearable technology application for enhancing executive functioning skills in children with ADHD. *UbiComp/ISWC 2019- - Adjunct Proceedings of the 2019 ACM International Joint Conference on Pervasive and Ubiquitous Computing and Proceedings of the 2019 ACM International Symposium on Wearable Computers*, 222–225. <https://doi.org/10.1145/3341162.3343819>
- Theodorou, P., & Drigas, A. (2017). ICTs and Music in Sensory and Motor Disabilities. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 5(2), 4. <https://doi.org/10.3991/ijes.v5i2.6386>
- Theoharides, T. C., Stewart, J. M., & Hatziagelaki, E. (2015). Brain “fog,” inflammation and obesity: Key aspects of neuropsychiatric disorders improved by luteolin. *Frontiers in Neuroscience*, 9(JUN), 1–11. <https://doi.org/10.3389/fnins.2015.00225>
- Tondeur, J., Devos, G., van Houtte, M., van Braak, J., & Valcke, M. (2009). Understanding structural and cultural school characteristics in relation to educational change: The case of ICT integration. *Oxford Review of Education*, 35(2), 223–235. <https://doi.org/10.1080/03055690902804349>
- Turner-Cmuchal, M., & Aitken, S. (2016). ICT as a tool for supporting inclusive learning opportunities. *International Perspectives on Inclusive Education*, 8, 159–180. <https://doi.org/10.1108/S1479-363620160000008010>
- Tysinger, J. A., Tysinger, P., & Diamanduros, T. (2010). The Effect of Anxiety on the Measurement of Reading Fluency and Comprehension. *Georgia Educational Researcher*, 8(1). <https://doi.org/10.20429/ger.2010.080102>
- Van Den Heuvel, R. J. F., Lexis, M. A. S., & De Witte, L. P. (2017). Can the IROMEC robot support play in children with severe physical disabilities? A pilot study. *International Journal of Rehabilitation Research*, 40(1), 53–59. <https://doi.org/10.1097/MRR.0000000000000200>

- Vandermeer, J., Beamish, W., Milford, T., & Lang, W. (2015). iPad-presented social stories for young children with autism. *Developmental Neurorehabilitation*, 18(2), 75–81. <https://doi.org/10.3109/17518423.2013.809811>
- Varvogli, L., & Darviri, C. (2011). Stress management techniques: Evidence-based procedures that reduce stress and promote health. *Health Science Journal*, 5(2), 74–89.
- Verhaert, L. V. M. (2016). *Situation Analyser: Reducing social anxiety in autistic individuals without intellectual impariment with the aid of a mobile applications*.
- Volpe, V. Della. (2016). Examination on ICT integration into Italian Inclusive Education. *Educ E-Learn*, 1(1), 1–7. <http://crescopublications.org/eeoa/EEOA-1-004.pdf>
- Walker, E. D., Brammer, A., Cherniack, M. G., Laden, F., & Cavallari, J. M. (2016). Cardiovascular and stress responses to short-term noise exposures—A panel study in healthy males. *Environmental Research*, 150, 391–397. <https://doi.org/10.1016/j.envres.2016.06.016>
- Wang, C., Bannuru, R., Ramel, J., Kupelnick, B., Scott, T., & Schmid, C. H. (2010). Tai Chi on psychological well-being: Systematic review and meta-analysis. *BMC Complementary and Alternative Medicine*, 10. <https://doi.org/10.1186/1472-6882-10-23>
- Weiss, P. L., Bialik, P., & Kizony, R. (2003). Virtual reality provides leisure time opportunities for young adults with physical and intellectual disabilities. *Cyberpsychology and Behavior*, 6(3), 335–342. <https://doi.org/10.1089/109493103322011650>
- White, L. S. (2012). Reducing Stress in School-age Girls Through Mindful Yoga. *Journal of Pediatric Health Care*, 26(1), 45–56. <https://doi.org/10.1016/j.pedhc.2011.01.002>
- Williams, P., Jamali, H. R., & Nicholas, D. (2006). Using ICT with people with special

- education needs: What the literature tells us. *Aslib Proceedings: New Information Perspectives*, 58(4), 330–345. <https://doi.org/10.1108/00012530610687704>
- Wright, C., Milne, S., & Leeson, H. (2014). Sperm DNA damage caused by oxidative stress: Modifiable clinical, lifestyle and nutritional factors in male infertility. *Reproductive BioMedicine Online*, 28(6), 684–703. <https://doi.org/10.1016/j.rbmo.2014.02.004>
- Yu, B., Funk, M., Hu, J., Wang, Q., & Feijs, L. (2018). Biofeedback for everyday stress management: A systematic review. *Frontiers in ICT*, 5(SEP). <https://doi.org/10.3389/fict.2018.00023>
- Zeidan, F., Martucci, K. T., Kraft, R. A., McHaffie, J. G., & Coghill, R. C. (2013). Neural correlates of mindfulness meditation-related anxiety relief. *Social Cognitive and Affective Neuroscience*, 9(6), 751–759. <https://doi.org/10.1093/scan/nst041>
- Zheng, H., & Motti, V. G. (2017). WeLi: A smartwatch application to assist students with intellectual and developmental disabilities. *ASSETS 2017 - Proceedings of the 19th International ACM SIGACCESS Conference on Computers and Accessibility*, 355–356. <https://doi.org/10.1145/3132525.3134770>
- Zheng, H., & Motti, V. G. (2018). Assisting students with intellectual and developmental disabilities in inclusive education with Smartwatches. *Conference on Human Factors in Computing Systems - Proceedings, 2018-April*, 1–12. <https://doi.org/10.1145/3173574.3173924>
- Zheng, S., Lal, S., Meier, P., Sibbritt, D., & Zaslowski, C. (2014). Protocol: The Effect of 12 Weeks of Tai Chi Practice on Anxiety in Healthy but Stressed People Compared to Exercise and Wait-list Comparison Groups: A Randomized Controlled Trial. *JAMS Journal of Acupuncture and Meridian Studies*, 7(3), 159–165. <https://doi.org/10.1016/j.jams.2014.01.003>