





book reading condition compared to the facilitated play condition.

The participants were specified and described in detail. Each subject's diagnosed disability and level of disability was clearly noted. The variability in the severity of participants' disabilities was considered strength in that the findings might apply across the range of severity. The facilitated play condition was described in much more detail than the interactive book reading condition, which makes replication challenging. This study evaluated two types of language intervention for children with intellectual disabilities and no control



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