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REVIEWER'S REPORT

Manuscript No.: IJAR-56470

Title: A Study on the Effectiveness of Assistive Technology in Developing Independent Daily Living Skills Among Students With Mild Intellectual Disability in Selected Special Schools of Faridabad, Haryana,

Recommendation:

Accept after minor revision

Rating	Excel.	Good	Fair	Poor
Originality		✓,		
Techn. Quality		✓,		
Clarity	✓,			
Significance	✓,			

Reviewer Name: Dr Abdul Haseeb Mir

Detailed Reviewer's Report

The article titled "A Study on the Effectiveness of Assistive Technology in Developing Independent Daily Living Skills Among Students With Mild Intellectual Disability in Selected Special Schools of Faridabad, Haryana" provides a timely and empirically grounded exploration into the intersection of special education and digital intervention. By focusing on Independent Daily Living Skills (IDLS)—specifically personal hygiene, grooming, self-care, and safety—the authors address a critical gap in the Indian educational landscape, where structured research on assistive technology for intellectual disabilities remains relatively scarce. The study's primary strength is its rigorous quasi-experimental design, which utilizes an 8-week video modeling intervention with hierarchical prompt fading. The choice of video modeling is particularly astute, as it aligns with the visual learning strengths of students with mild intellectual disabilities and addresses the cognitive load challenges identified by Sweller.

However, for the manuscript to be suitable for international publication, several minor revisions are necessary to refine its methodological clarity and linguistic precision. First, the authors should provide a more detailed description of the "hierarchical prompt fading" used during the 8-week intervention. For a peer-reviewed journal, it is essential to know whether the prompts were verbal, gestural, or physical, and the specific criteria used to "fade" these prompts as the students gained independence. This detail is crucial for the replicability of the study. Furthermore, while the study correctly utilizes ANCOVA to

REVIEWER'S REPORT

control for baseline differences, the discussion would benefit from a more explicit explanation of the "maintenance effects" observed during the follow-up assessment. Showing the rate of skill retention over time would provide stronger evidence for the long-term efficacy of video modeling compared to conventional teacher-led instruction.

Linguistically, the manuscript requires a thorough proofreading to address minor typographical and technical errors. There are several instances where technical terms or statistical notations need standardization to match international academic formats. Additionally, the description of the "mild intellectual disability" cohort should briefly mention the IQ range or the specific diagnostic criteria (such as DSM-5 or ICD-11) used by the schools in Faridabad to ensure the sample is clearly defined for a global audience. The transition between the theoretical framework—specifically Cognitive Load Theory—and the practical results could also be smoothed; the authors should more explicitly state how video modeling reduced "extraneous load" for the participants.

The focus on the Haryana region provides a valuable localized context, but the authors could increase the paper's impact by briefly discussing the "digital divide" or the feasibility of implementing such technology in resource-constrained special schools across India. This would make the recommendations section more actionable for policymakers. Regarding the bibliography, the references provided are highly relevant and include foundational works by Wehmeyer and Stock. However, the authors must ensure that all citations follow a consistent style guide (such as APA 7th edition) throughout the document. For instance, the doctoral dissertation reference for Varghese should be checked for complete retrieval information.

Recommendation for the Editor

This research offers a compelling case for the integration of assistive technology into special education curricula. It successfully demonstrates that video modeling is more than just a supplementary tool; it is a transformative intervention that fosters genuine autonomy. Provided the authors elaborate on the prompt fading methodology, standardize the linguistic presentation, and polish the reference list, the manuscript will be a significant contribution to the field of disability studies and educational technology. I recommend the article be accepted with minor revisions.

I recommend this article for publication with minor revisions.