Methods: This meta-synthesis, adhering to PRISMA guidelines, utilised the PICOS framework for a systematic review conducted in July 2024. Searches across Scopus, PsychINFO, Medline via OVID, and ERIC yielded 2,303 initial articles. Thirteen studies were selected based on relevance and peer review, involving 521 participants aged 18–54, primarily diagnosed with autism spectrum disorder and based in the UK, USA, and Australia. All participants had either considered dropping out, actually dropped out, or deferred a year. These studies examined dropout rates and potential contributory factors, with findings appraised for quality using the CASP checklist and determined to be of moderate to good quality.
Results: Analysis of the thirteen studies found significant challenges faced by autistic students in higher education, revealing an overarching theme of 'Environmental Discord' – systemic mismatches between educational structures and autistic students' needs that exacerbate academic and mental health challenges. Mental health emerged as a critical factor influencing dropout rates with exacerbated conditions such as higher burnouts, anxiety and depression due to academic pressures and social isolation. Additionally, the studies highlighted academic challenges that hinder effective learning and engagement. The analysis also identified gaps in support strategies, indicating that existing services often fail to meet the specific needs of autistic students, necessitating tailored interventions.
Conclusion: This review proposes proactive restructuring of educational environments to better accommodate diverse student needs, enhance success and reduce dropout rates. Further, the review calls for future research to develop and evaluate personalised interventions aimed at the specific challenges faced by autistic students.

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Effectiveness of Behavioural Modification Techniques in Children Having Intellectual Disability Pre and Post Evaluation

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Aims: To find out the effectiveness of different strategies of behaviour modification techniques on children having intellectual disability in specific time period under controlled setting and compare pre and post scores.
Methods: 36 children diagnosed with intellectual disability were included in current studies, comprised of 20 boys and 16 girls. A diagnostic criterion of DSM–V for intellectual disability was applied to diagnose the children. Portage Guide to Early Education (PGEE) was selected to then find out the developmental age of children and in some of the cases to find out the functional level of intellectually impaired children. For diagnostic point of view intelligence test including Slosson Intelligence test was administered for screening children and Coloured Progressive Matrices was used to find out the level of mental maturity. Behaviour modification techniques that were selected for administration of IEPs in specific areas were reinforcement techniques, shaping, chaining, prompt-fading and negative punishment. The training programme consists of five days per week and four hours per day by the help of team of trained professionals; specifically all were trained clinical psychologists.
Results: Repeated measure t-test has shown significant statistical difference between pre and post ratings of the Intellectually Disabled children on all the domains including Self Help, motor, cognitive, language and socialization of PGEE, results shows the difference respectively; t (35)=−8.82, −8.393, −7.496. −7.541 and −7.4295, p=0.000 two tailed on above mentioned domains. Intellectually disabled children scored higher in post ratings (M=52.25, SD=15.39); (M=54.58, SD=12.46); (M=37.25, SD=18.13); (M=43.44, SD=19.00); (M=52.56, SD=17.33) on Self Help, motor, cognitive. Language and socialization domains of PGEE then pre test rating (M=44.67, SD=16.44); (M=44.78, SD=13.52); (M=29.53, SD=18.13); (M=36.47, SD=19.74); (M=43.75, SD=16.83).
Conclusion: IEPs do work effectively in dealing with children having special needs with use of behavioural intervention as it was found in our research with drastic change in post rating of each adaptive area like self-help, motor, cognitive, language and socialization.

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Association Between Chronotypes and Addiction Among Adults – A Systematic Review

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Aims: Chronotype refers to the distribution of an individual's diurnal preference, ranging from morning type (MT) to intermediate or neither type (NT) to evening type (ET). Chronotype manifests in various physiological functions and influences numerous physical and psychological activities. Addiction is one of the most prevalent mental health issues, with individual studies indicating that ETs are at a greater risk of developing addiction. Given the nonexistence of a systematic review addressing this topic, this study aimed to synthesize results that explored the relationship between chronotype and addictive disorders to define the at-risk population.
Methods: A search strategy was developed using the keywords 'chronotype', 'circadian preference', 'diurnal preference', 'morningness', 'eveningness', 'circadian rhythms', and 'chronobiology'. And 'addiction', 'dependence', 'problematic use' and 'abuse'. After registering the protocol with PROSPERO, a data extraction form was developed based on the strict inclusion and exclusion criteria for the selection of studies. Selected articles were screened and the data were extracted. The results of the 16 selected studies were synthesised.
Results: ET had a significant association with substance addiction in four out of six studies and all ten studies of behavioural addiction. One study showed no association with chronotype and one showed a significant association with MT.
Conclusion: ET has a higher risk of developing an addiction. Designing and conducting longitudinal cohort studies would be beneficial in delineating the bidirectional relationship and establishing causality if present. This would also pave the way for developing chronotherapies for addiction.

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