Chapter 7

LIMITATIONS

RECOMENDATIONS
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There are several important qualifications that can be raised with regards to data analysis and interpretation of the study:

- **Sample size** - The sample size of the present study is N=30. Large sample size can generate more important consideration that is otherwise not explored. The statistical considerations require huge data strength to be able to generalize the findings thus generating theoretical connotations. Here, the notion that EF is delayed and time consuming in autism and BII could have been supported by more data and its quantitative statistical analysis.

- **Qualitative analysis** - All the cases of the participants are unique; generalizability and quantification of the data requires more supplementations of qualitative analysis. Mere quantitative analysis restricts the obtained data and the data loses its freedom. More qualitative case analysis could have been more effective in theory generation.

- **Gender** - Gender is not taken as control variable; it may or may not leave an effect on the study. This due to shortage of availability of suitable participants.

- **Inclusion of EF inventory or cognitive checklist** - Since the study consisted of pre-post measures intervened but training sessions the transfer of training could have been more explained or substantiated by a suitable cognitive checklist or EF inventory.

- **The training schedules and its measures** - The individual training schedules and the gradual day to day obtainment from the training could have been highlighted which could have been significantly referred for future use.
RECOMMENDATIONS

- The present study deals with only two executive skills. EF being an umbrella term incorporates a numerous inter-related executive skills. Incorporation of more of those skills of EF can lead to more effective studies.

- EF tasks are performed in day to day activities and have its own developmental patterns with the growing years from childhood to adolescents. Incorporation of more of executive skills and there relation to daily activities can formulate an EF module in neurodevelopmental disorder which can be very useful to formulate EF intervention program.

- Since EFs are brain control functions, the structural changes between pre and post measures can be tabbed by an fMRI study exploring the neural correlates.

- Standardized tests of EF like TOL, TMT and others can be inclusive of norms concerning neurodevelopmental disorders like autism and intellectual disability. For this huge data base is required in administering EF tests to the autism and intellectually disable population.

- Studies of EF in relation to theory of mind, central coherence and other processes in autism can provide a better understanding of the autism symptomatology.

- Replications of the present study in India may foster more unknown facts about EF of autism and intellectual disability in cultural context.