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Attitudes Toward Informational Health Videos among People with Intellectual Disabilities

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Introduction:

- An intellectual disability (ID) can be defined as a limit to a person's ability to learn and function in daily life when compared to an expected level.
- Due to these differences, a person with ID can face more challenges in daily life, including those that impact their health, particularly:
 - Nutrition¹⁻³
 - Mental health and sleep⁴⁻⁷
 - Healthcare communication and health literacy⁸⁻¹⁰
- Special Olympics Vermont (SOVT) is an organization that hosts athletic events and competitions for people with an ID. We worked with them to formulate a plan for providing educational resources for people with an ID.
- We created educational videos with corresponding one-page pamphlets containing material and imagery that was relatable to the athletes with ID, to inspire positive changes in their health habits.
- We hypothesized that if content and material relatable to SOVT athletes were incorporated into health education videos, then athletes would learn more about healthy habits that they could apply to their lives.
- We created surveys that evaluated the reception of the educational videos, whether athletes learned from the videos, and if they planned on incorporating what they learned into their lives.

Methods:

- A literature review was conducted to identify applicable interventions and barriers to the healthcare of people with intellectual and physical disabilities.
- SOVT athletes were interviewed (n=9) to elicit views about health, Special Olympics programs, video topics, and video delivery.
- Short videos demonstrating healthy behaviors related to healthcare visits, nutrition, and mental health were designed and distributed via social media, email, and group meetings to Special Olympics athletes by SOVT.
- A cross-sectional survey was designed via REDCap and distributed alongside the videos to Special Olympics athletes to determine if the videos were well received and if athletes planned on incorporating anything they learned into their lives.
- Survey respondent (n=63) data was analyzed via SPSS Version 27 via various descriptive and analytic statistical tests. Respondents under the age of 18 and those who did not identify as a Special Olympics Athlete (n=2) were excluded from the analysis.

Results:

Characteristic, n (%)	Total (n = 61)
Age (years)	
18-30	28 (45.9%)
31-40	21 (34.4%)
41-50	5 (8.2%)
50+	7 (11.5%)
Gender	
Female	41 (67.2%)
Male	20 (32.8%)
Other	0 (0.0%)
Respondent	
SOVT Athlete	50 (82.0%)
Relative of Athlete	11 (18.0%)
Videos Watched	
Gold Medal Nutrition	52 (85.2%)
Going to the Doctor	30 (49.2%)
Building a Strong Mind	30 (49.2%)

Table 1. Survey Respondent Demographics

- Sixty-one people responded to the survey. (Table 1)
- 73.8% of respondents **liked the video(s) a lot** ($p < 0.001$), and 24.6% liked them a little. (Figure 1)
- 96.7% of respondents reported that they **learned something** after watching at least one video ($p < 0.001$). (Figure 2)
- 90.2% of respondents reported that the video(s) they watched would **change their daily habits** ($p < 0.001$). (Figure 3)
- 85.2% of respondents reported that they **would show the video(s) to a teammate** ($p < 0.001$). (Figure 4)

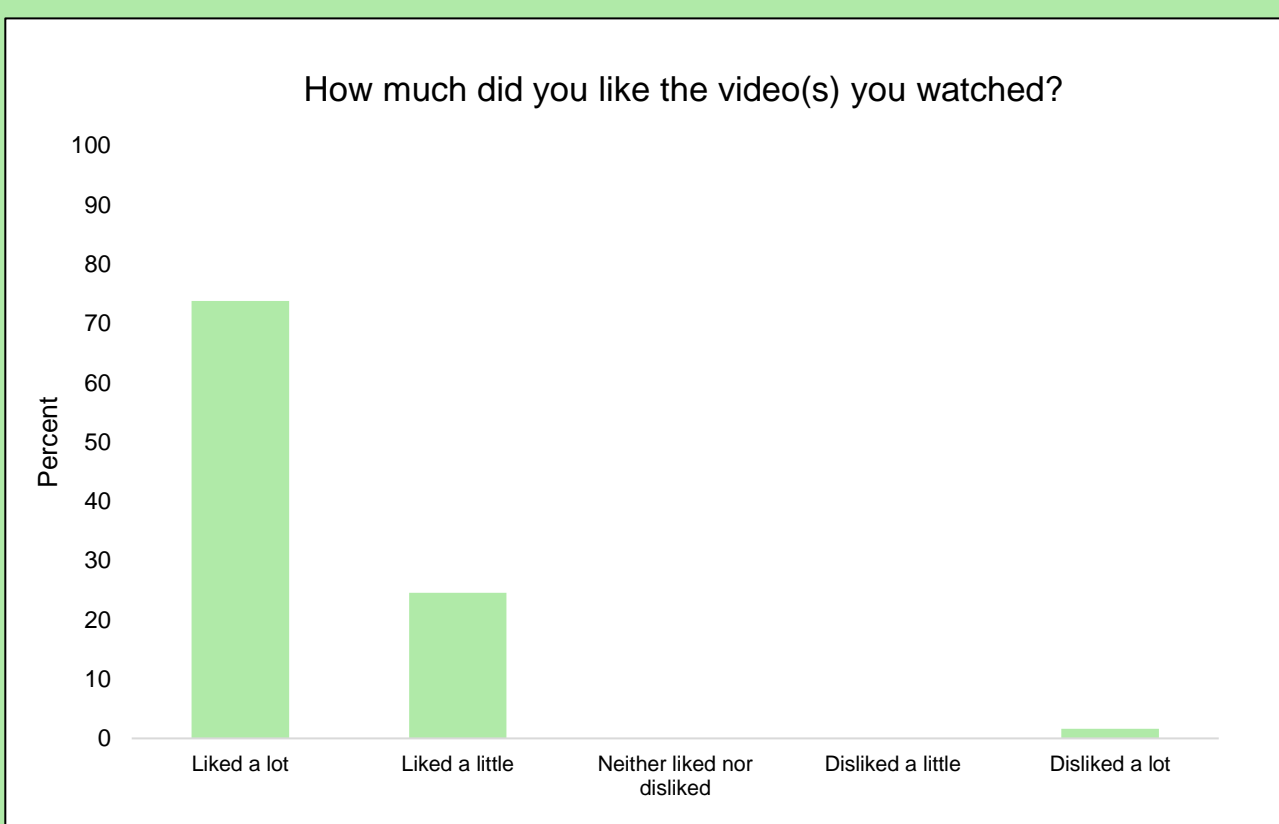


Figure 1. Bar graph quantifying respondent answers to the question "How much did you like the video or videos you watched?", $p < 0.001$.

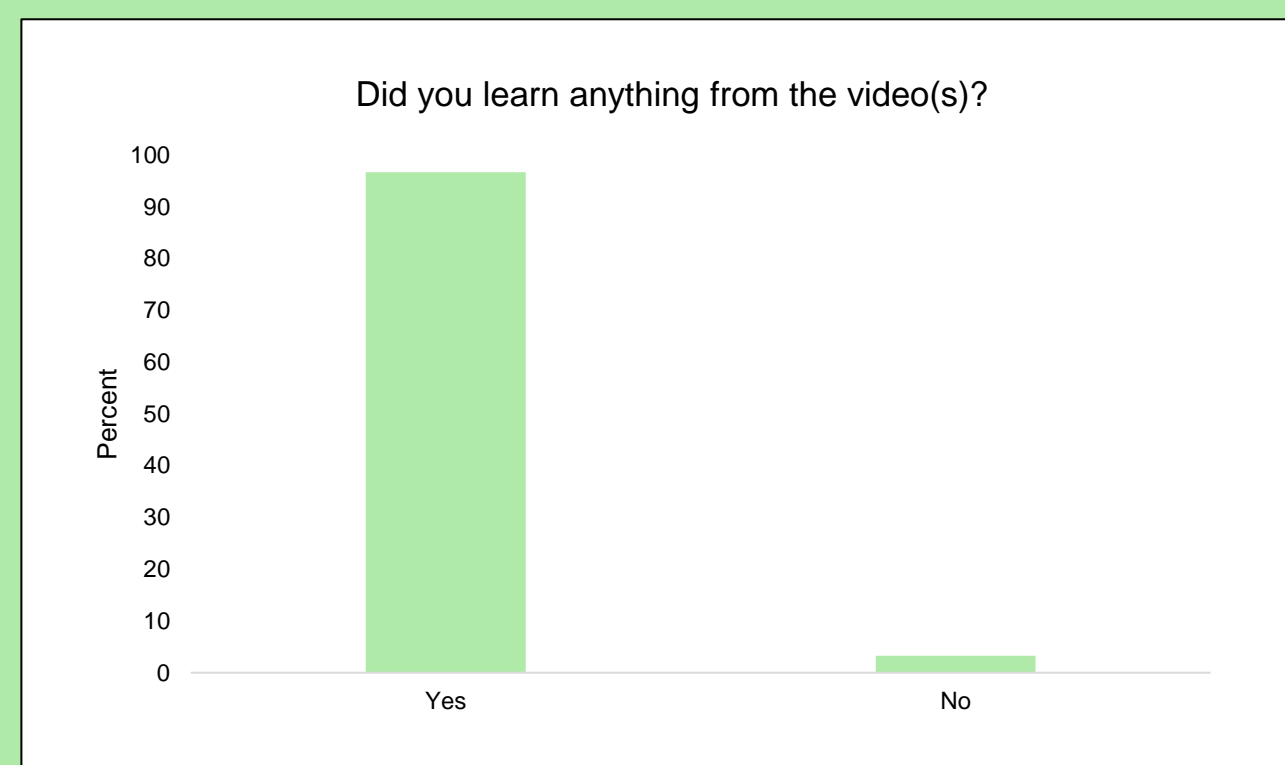


Figure 2. Bar graph quantifying respondent answers to the question, "Did you learn anything from the video or videos?", $p < 0.001$.

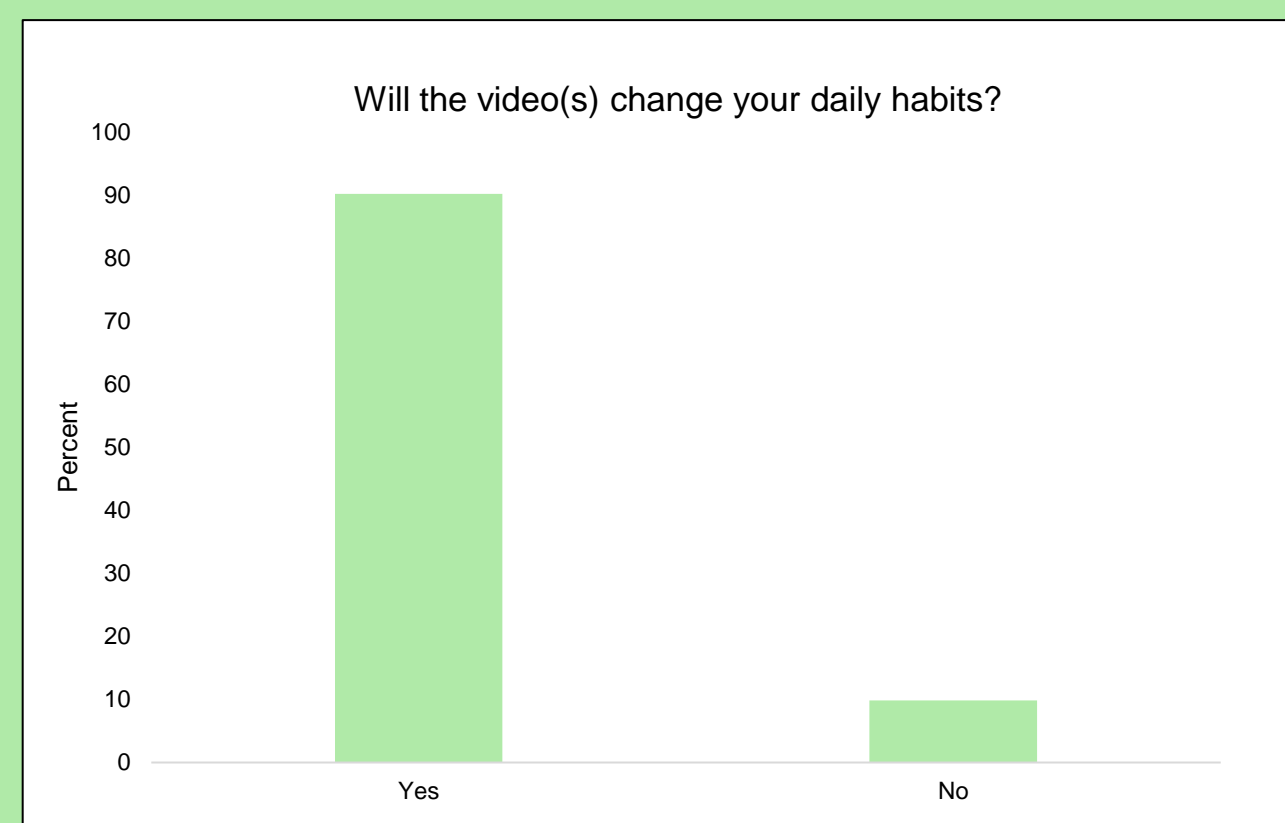


Figure 3. Bar graph quantifying respondent answers to the question, "Will the video or videos change your daily habits?", $p < 0.001$.

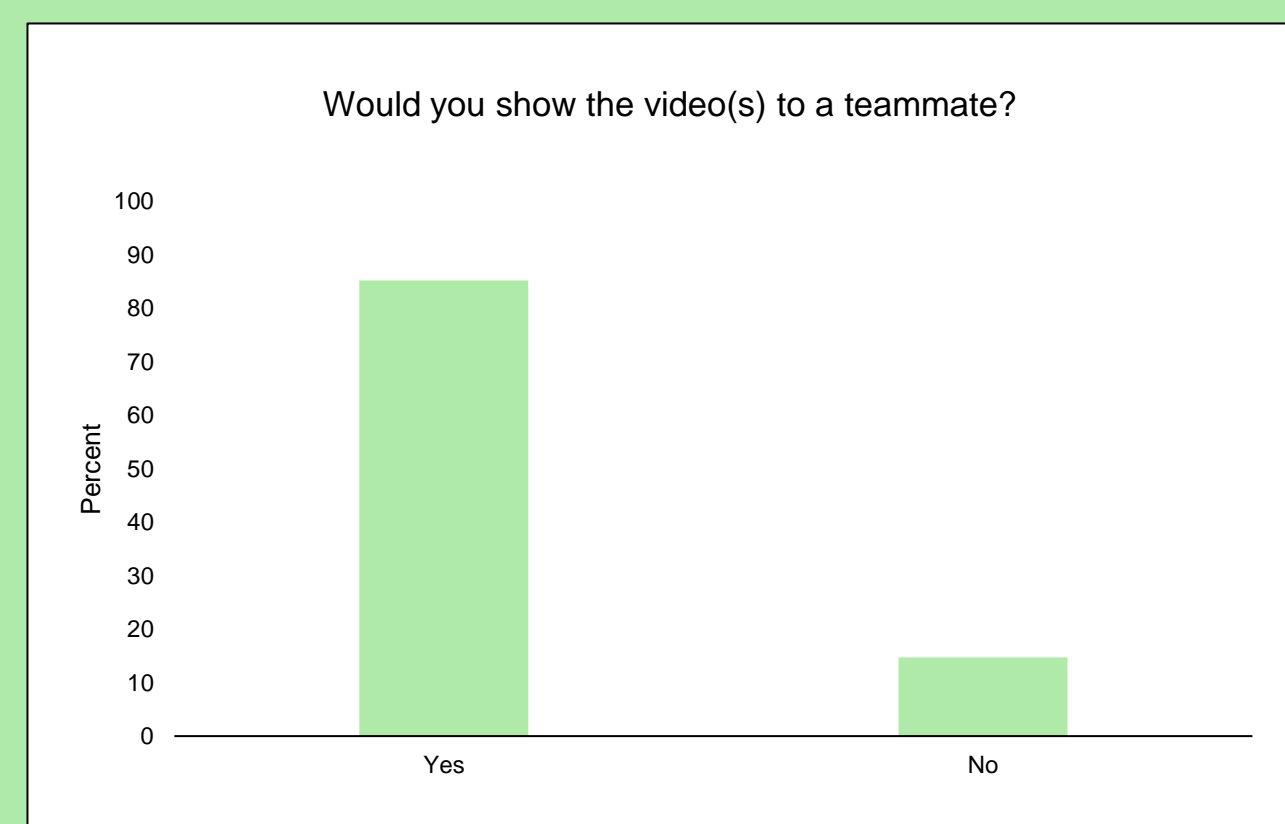


Figure 4. Bar graph quantifying respondent answers to the question, "Would you show this video or videos to a teammate?", $p < 0.001$.

Discussion and Limitations:

- Informational videos on topics relevant to health disparities affecting individuals with ID were created and distributed.
- Special Olympics athletes responded well to the videos, with a majority reporting positive impressions on all parameters.
- Survey respondents indicated with a high degree of significance that they liked the videos a lot, learned something from the videos, plan on changing a daily habit to be in line with the videos, and would share the videos with their teammates.
- These findings are promising and demonstrate the utility of videos to communicate healthy behaviors and practices to people with ID.
- Limitations include small sample size, response bias, technological literacy, and a sample population that was based only in Vermont.
- We did not assess if the videos have the same effect on people with an ID who are not Special Olympics athletes.
- While we touched on topics that were identified as health disparities, other health issues disproportionately affect people with an ID that we did not address.

Conclusion:

- Informational videos are an effective format for communicating health care topics to individuals with an ID.
- The use of videos could help improve health literacy and promote healthier behaviors among people with an ID.
- More work should be done to determine more specific parameters of these videos, particularly gaining more input and active involvement from individuals with an ID.

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Use the QR code to watch the videos

