

Annotated Bibliography
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"A Guide to the Individualized Education Program." US Department of Education, www2.ed.gov/parents/needs/spced/iepguide/index.html. Accessed 12 Nov. 2018.

This archived guide to the Individualized Education Plan (IEP) requires teachers, parents, and the school staff to create a specialized plan for each special needs student. The "Child Find" system requires that the state locate children with disabilities. After he or she is identified for an IEP, the child is then evaluated to assess different aspects of the disability. With the evaluation results, a group of professionals and the parents decide if the student is eligible for the Individuals with Disabilities Education Act (IDEA) and its services. From then on, an IEP meeting is scheduled to write the specialized plan and the school must provide the services indicated by the final IEP. Any progress is recorded and the plan is reviewed; additionally, the child is re-evaluated. The contents of the IEP include the student's current performance, annual goals, participation with peers, test taking, etc. In the student's IEP team, the parent determines most of what the IEP is because they know their children the best. The various services offered to students with a mental disability are audiology services, counseling services, medical services, physical therapy, etc. Even after the IEP is written, it must be implemented and reflected upon.

This guide was helpful and informative about the legislation and education plans already in place for kids with autism and other mental illnesses that require special needs. The information is credible and unbiased. This source is good for learning about the current IEPs and IDEA. It will help find what research question must be asked to improve the implementation of IEPs.

Alothman, Ibrahim A., King Saud University. "The Efficiency of a Selective Training Program on the Development of Some Social Skills of Saudi Students with Autism." *Canadian Center of Science and Education*, vol. 9, no. 5, 26 Apr. 2016. *King Saud University*, files.eric.ed.gov/fulltext/EJ1099402.pdf. Accessed 13 Nov. 2018.

This investigation is about the selective training program in social skills for students in Saudi Arabia. The sample of the students were all male with a range of 67-78 degrees in the Stanford-Binet Scale IQ. Their grades on the Childhood Autism Rating Scale averaged at 33.67. Individuals with autism struggle with social issues; they struggle with expressing their thoughts to their peers. The group of boys were observed based on their social engagement and

interactions. The percentages of agreement for different categories were measured. A few of the observations made were whether or not they child avoided social interactions, showed tantrums, and joined social activities without being asked to, etc. The recorded results showed that their grades improved from the initial score; strengthening their verbal and nonverbal ways of speaking towards others. The perspective of the teacher shifted from teaching the basic academic subjects to providing the needs of each student to excel.

This study was informative and detailed because it thoroughly explained the struggles that autistic students face and how the experiment displayed the improvement of the initial score and the final result. The data was unbiased and explored a group of autistic students in Saudi Arabia. This group may be compared how social skills in autistic kids are affected by the standards in America.

Assouline, Susan G., et al. "ERIC Number: ED535140 Record Type: Non-Journal Publication Date: 2008 Pages: 48 Abstractor: ERIC Reference Count: 20 ISBN: N/A ISSN: N/A the Paradox of Giftedness and Autism: Packet of Information for Professionals (PIP)." *MasterFILE Premier*, ERIC, 2008, files.eric.ed.gov/fulltext/ED535140.pdf. Accessed 15 Nov. 2018.

In this "Packet of Information for Professionals" (PIP), the authors discusses the assessment of autism and how to encourage gifted students with mental illnesses to share their talents. Autistic children can become more involved and improve their social, language, and behavioral characteristics. There are several misunderstandings about autism; for example, the idea that people with autism lack skill or creativity. In fact, many autistic students are especially gifted and dedicated to an activity or subject. Autism does not always present itself the same way. Some behaviors include hand-flapping or body-rocking. Other signals vary, and sometimes, it is invisible. There is also information on the best way to manage the classroom and the peers' reaction to students with autism. Teachers and educators should create behavioral expectations for the class to strictly follow to break stigma around mental illness.

This source was helpful, information, and does not contain bias. It is a guide for teachers and special educators with the most effective ways to help twice-exceptional students with autism get higher quality education. The information allows the reader to gain a better understanding of the teaching pedagogues that are most helpful for managing the classroom and the individuals with autism.

"Autism — What We Know (and What We Don't Know Yet)| Wendy Chung." *Youtube*, uploaded by TED, 28 Apr. 2014, www.youtube.com/watch?v=wKlMcLTqRLs. Accessed 15 Nov. 2018.

In this Ted Talk video, Wendy Chung presents the discoveries scientists have made on the causes of autism. Overtime, the prevalence of autism appears to have increased; the reason for this is the identification of autism through Individualized Education Act (IDEA). Moreover, the definition of autism has changed. Rather than it being a single type of behavior, autism is a spectrum disorder that affects all autistic individuals differently. Scientists now know that genetics play a large part in autism. Scientists discovered that sibling with autism were less likely than identical twin were likely to both contract autism because their DNA and their environment in their mother's womb is the same. With education, each person needs a specialized education to learn most effectively. There are various methods and devices that allow students with this mental illness to communicate. For example, the device Google Glass allows people to process emotions. Identification of autism starts earlier and earlier in children in this day and age. Infants' eyes are monitored when watching a woman sing the "Itsy Bitsy Spider". One child kept steady eye contact with the person on the screen. Another was tracked and his eyes traveled from the woman's eyes, to her mouth, to the background on the screen. Wendy Chung concludes with encouraging the audience to take a step forward to help make the lives of individuals with autism better.

This video was factual and based its evidence on several credible studies about autism. Chung had a calm presence on the platform as she helps the audience break incorrect assumptions about autism. Her purpose of speaking is to inspire advocates, creators, and innovators to improve the lives of autistic people. The video was helpful in learning how much there is left to discover about autism.

Braus, Patricia. "Autism." *The Gale Encyclopedia of Science*, edited by K. Lee Lerner and Brenda Wilmoth Lerner, 5th ed., Gale, 2014. *Science in Context*, <http://link.galegroup.com/apps/doc/CV2644030211/SCI?u=elli85889&sid=SCIC&xid=8b7b8343>. Accessed 19 Sept. 2018.

This article focuses on the evolution of research on and education for individuals with Autism Spectrum Disorder (ASD). It was first identified in 1943. Until the mid 1960s, scientists thought poor parenting was the cause; a theory developed by American psychiatrist, Leo Kanner. However, observational studies proved him wrong. The parents of autistic children were just as skilled as parents of kids without ASD. Originally, individuals with ASD were deemed "unteachable." Now, experts can confirm that genetics play a role based on a study showing missing or duplicated DNA. The approaches to education continue to grow and change. Because these students generally find communication as a struggle, sign language and/or specialized keyboards can help them communicate their wants and needs efficiently. The ultimate goal is for each individual have the opportunity to reach his or her full potential and succeed.

This article was helpful in understanding how research on ASD has become more advanced. The information provided by Braus can be applied in searching for a narrower, more focused topic because it opens several gateways through the different theories and professionals

mentioned. The source is relevant because it addresses a current topic that the public sees as an issue: lack of education for and about autism spectrum disorder.

Brian, Jessica, et al. "Feasibility of Training Early Childhood Educators in a Community Child Care Setting Using a Caregiver-Mediated Intervention for Toddlers with Autism Spectrum Disorder." *Journal of Education and Training Studies*, vol. 5, no. 5, May 2017, pp. 93-102. *MasterFILE Premier*, files.eric.ed.gov/fulltext/EJ1139175.pdf. Accessed 10 Dec. 2018.

The article begins with a basic definition for autism as a heterogeneous, neurodevelopmental Condition. Then, the author stresses the importance of identifying autism at a young age to give students the opportunity to get their own needs. High risk children who are diagnosed later experience more social issues such as, orienting to name, responding to facial emotion, eye contact, transitions, reciprocal social smiling, reactivity, social interest and affect, motor control, and motor and social behaviors. The issues is that most special education trainees do not have prior experience in working with students with autism before their official job starts. While most caregivers are familiar with core impairments of students with autism, they were not informed about the more complex and severe symptoms like eating difficulties and nonfunctional play. After these caregivers were given informational sessions, they improved in teaching their students good social skills.

This study was informative and contained several other resources. This was a good source to locate previous experiments relating to the same topic. This article can be used to find locate Human Resources (whether it be through the authors or another study referenced in the source). Also, the research design was properly conducted with a clear hypothesis and proposal mentioned in the beginning of the document.

Chea, Terence. "Can Google Glass Help Autistic Children Read Faces?" *Orange County Register* [Santa Ana, CA], 23 June 2016. *SIRS Discoverer*, discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000383387.

This article discusses a new piece of technology available to autistic students: Google Glass. This product allows people to analyze the emotions on faces and strengthens social and emotional skills of autistic people. The facial recognition was developed at Stanford University; comprised of a headset with a camera that is easily viewable to the user, the device detects the emotion of another person, displaying a happy, sad, or confused image so that it is efficient, simple, and easily recognizable. A study was conducted with 100 autistic students; all of whom tested the device. Julian, a 10-year-old from San Jose, California, participated in the experiment and interacted with his family and friends while completing basic, daily activities. After wearing

it, he reported that the Google Glass did not help him read people's minds, but it helped him read people's emotions. Despite the research still in its early stages, it is promising and has received excellent feedback from parents and children. Autism is still a complex mental illness and any discoveries and solutions will allow students reach closer to a better education and successful future.

The author, Terence Chea, displayed the importance of emotional skills for people with Autism Spectrum Disorder. The article was relevant and information. It allows the reader to question what technologies are currently out there for people with autism and how these inventions can help in an autistic child's daily life. This article will be useful for discovering what others have accomplished and leading the reader and researcher to find a new issue and a solution to it.

Hourigan, Ryan, and Amy Hourigan. "Teaching Music to Children with Autism: Understandings and Perspectives." *EBSCOhost*, vol. 96, no. 1, Sept. 2009. *MasterFILE Premier*, web.a.ebscohost.com/src_ic/detail/detail?vid=19&sid=d1319da9-635c-4362-b874-90028bbcf0f2%40sdc-v-sessmgr06&bdat a=#db=f5h&AN=45724320. Accessed 23 Oct. 2018.

This article addresses issues students with Autism Spectrum Disorder have to face in a school setting and how music can help them improve their sensory skills. Autistic individuals typically struggle with emotional and social communication, and musical therapy is shown to improve these abilities. It is common for children with autism to engage in echolalia: the behavior in which a phrase is repeated. Sensitive hearing is also common; therefore, noise-cancelling headphones may help students adjust to a noisy classroom environment. In addition, classroom peers can assist in modeling good manners and etiquette. People tend to follow their peers because there are usually more similarities between the those in the same age groups. Music teachers are highly encouraged to motivate kids with autism and help them improve socially and emotionally. It is important to encourage children with autism to gain more opportunities to grow in their interests and talents like music.

The authors, Ryan and Amy Hourigan, wrote this journal to help music teachers handle students with autism in their classrooms. The information is useful and instructive for educators; however, it does not lead to new questions. The article is subjective: the author does not include their own opinions in the research. It is not detailed enough for research on autism or musical therapy. It may be used as a starting point for research or a source for new articles about the topics mentioned.

Huefner, Dixie Snow, and University of Utah. "The Risks and Opportunities of the IEP Requirements under IDEA '97." *The Journal of Special Education*, vol. 33, no. 4, 2000, pp. 195-204. *MasterFILE Premier*, content.ebscohost.com/

ContentServer.aspT=P&P=AN&K=2761985&S=R&D=f5h&EbscoContent=dGJyMNLe
80SeprQ4wtvhO
LCmr1Cep7RSr6u4SLCWxWXS&ContentCustomer=dGJyMPGvtEi1qbZNuePfgex44
Dt6fIA. Accessed 6 Dec. 2018.

This article conveys the positive and negative aspect of the Individualized Education Act of 1997. Although specialized plans for students with disabilities increased opportunities for collaboration, it also encountered challenges through the increased need and responsibility for general and special educators. Several court cases to determined to what extent the additional logistics for students with autism should be tested. The pedagogues of teachers and parent involvement were also altered for each student. Additionally, the length of goals for autistic children was changed to a year-long period for achievement. It must balance between the emotional needs and the general curriculum for each person with the assistance of special aids and services. The objective of IDEA is to increase student participation and involvement in both the general classroom and outside of the classroom with their peers, and if not, there must be an explanation and statement to how the child will be assessed alternatively. Both the 1990 law and the 1997 law expressed the importance of partnership with the parents and teachers with regards to the best course of measurable, reasonable action for the student.

This journal was highly informative and descriptive. It was helpful in understanding IDEA and the risks that may come with the IEPs. This source can be used to discover a focus to the research question and improving the quality of education for autistic students.

Kaplan, Karen. "Upbeat Sign on Autism Spectrum." *Los Angeles Times*, 03 Jan. 2018, pp. B.2. *SIRS Issues Researcher*, <http://sks.sirs.com>

This article educates readers about the recent modifications to the autistic population in the United States. The National Health Interview survey covered children of various households across the country. The data showed that the percentage of Autism Spectrum Disorder (ASD) has plateaued; also, the research showed that certain demographics were at a greater risk of autism than others. There is a significant difference of the prevalence of ASD in males rather than females and in Caucasian and African Americans over Latino children. The geographical environment is unrelated to the cause. The reasons behind the new discoveries are unknown and further information must be collected for the public to understand the mental illness.

This article assesses the recent discoveries of the prevalence of Autism Spectrum Disorder. Although the article was informative and helpful in learning about the prevalence of autism today, it does not focus on a particular research question. It only reviews

the data collected from a survey. This article is recommended for someone who is specifically interested in how common ASD is today, however, it is not an in-depth source.

Kayama, Misa, and Wendy Haight. "Disability and Stigma: How Japanese Educators Help Parents Accept Their Children's Differences." *MasterFILE Premier*, 2013, web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=10&sid=1732a4a7-550b-49a3-be63-cfb93591f39c%40sessionmgr4008. Accessed 10 Jan. 2019.

This article discusses how special educators in Japan try to dispel assumptions made against children with a mental illness like autism spectrum disorder (ASD). Before the modern education system in Japan was established in the 19th century, individuals with autism were excluded from society. Currently, there is still stigma around children with autism. Stigma includes labeling, stereotyping, and/or discrimination against anyone “different.” Although special education has helped student receive proper services for school learning; these children are often excluded from their peers. Stigma is also directed towards the autistic student’s entire family. This is called *courtesy stigma*. This is extremely apparent in Japan; where mothers of autistic children are accused of bad parenting. In 2007-2008, Japanese public schools began adopting programs for kids with developmental disabilities. This was decades after America the Education for All Handicapped Children (later known as Individuals with Disabilities Education Act) in 1975. Special education isolates students from their classmates and labels them, making it even more challenging for these children to socialize with their peers. Researchers conducted primary research at Greenleaf Elementary School to study the reactions of parents with autistic children in special education.. The participants were Dai and Kakeru, two boys with high functioning autism and Yusuke, a boy with a learning disability that affects his reading, writing, and calculation skills. Yusuke’s father disregarded his son’s learning disability by declaring that his son was not in need of the special education. The parent’s attitude is of the utmost importance when forming a plan for special education. Many parents try to avoid diagnoses because they afraid of how others will treat their child and family.

This source was from an ethnographic study made in Japan elementary schools. It was highly useful and informative because it provided insight on how special educators in Japan tried to de-stigmatize mental illnesses like ASD. This article centralized the research question and raised new questions about the effectiveness of special education in Japan compared to the United States. This leads to further research into other foreign countries.

Levy, Gabrielle. "Music Is a Powerful Tool for People with Autism." *Explora EBSCOhost*, U.S. News & World Report, L.P, 8 June 2018, web.a.ebscohost.com/src_ic/pdfviewer/pdfviewer?vid=2&sid=8c1347e8-4964-44e7-8306-4b23cf0cfcef%40sdc-v-sessmgr01. Accessed 9 Oct. 2018.

This article discusses the effect music has on students with autism. Typically, these children struggle with interacting with their peers. In a society that is centered around language and communication, it is even more difficult to develop strong relationships. On the other hand, music is an outlet for emotion; consequently, people with Autism Spectrum Disorder (ASD) are able to respond and empathize with music in a powerful way. Michael Bakan, an ethnomusicology professor at Florida State University, created a project in which autistic kids and their parents were paired with a professional musician. The groups composed and explored music. According to Bakan, most songs feature a single pattern and repeat it in various ways. This allows people to focus on the details of each musical phrase and people with ASD do not get overwhelmed by an overload of details at once. Instead of merely trying to improve social skills, it is more effective for the autistic population who enjoy music to grow in this area. It is essential for the public to recognize these students as an equal contribution to society.

The author, Gabrielle Levy, delivers the insightful findings on music and autism. The article is detailed and helps formulate new research questions that will lead to diverse solutions to the issue of discrimination against people with mental illnesses. Education for students with ASD can be impacted by the benefits of music. The article is scholarly and reliable. It retrieves evidence from different, reputable sources.

Ostendorf, Raymond J., and Nari Choi. "Cultural and Linguistic Diversity in Special Education in the United States and South Korea: Exploring Current Practices and Recommendations." *International Journal of Special Education*, vol. 32, 2017, pp. 793-808. *MasterFILE Premier*, files.eric.ed.gov/fulltext/EJ1184183.pdf. Accessed 16 Jan. 2019.

This article discusses culturally and linguistically diverse (CLD) students living in an environment with increasing emphasis on education like the United States and South Korea and the effectiveness of special education in these countries. South Korean culture focuses on homogeneity and coming from “*dani minjok*” or “one blood.” In the 1900s, there was a wave of migrant workers coming in from other Asian countries making the population more culturally and linguistically diverse than ever. Between these countries, there is a gap in the difference of families with children in special education from a disability. The Korean Ministry of Health and Welfare found that while 17.3% of multicultural families had at least one child with a disability enrolled in South Korean public schools, only 5.61% of Korean-born families did. They were more likely to experience group exclusion as a form of social punishment. As a result, more multicultural students dropped out of school. After the reauthorization of the Individuals with Disabilities Education Act (IDEA) in America, the US Office of Civil Rights requires that state and local education agencies monitor the representation of CLD students in special education every two years. If there is a disproportionate number of race/ethnicity, the agencies must take proper action to lessen it. In Southwestern US, there are University programs available for

soon-to-be special educators to learn about cultural interrelationships, language disabilities versus language differences, second language acquisition, and different cultural responses and behaviors from diverse backgrounds.

This article was informative and detailed. It compiled a list of useful primary documents on case studies and qualitative data about CLD students in special education. Although the data was interesting, it veered off course from the research question. Instead of focusing on special education, its main point was cultural diversity in the US compared with South Korea.

Rossi, Margaret R., et al. "Teaching Safety Responding to Children with Autism Spectrum Disorder." *Education and Treatment of Children*, vol. 40, no. 2, 2017, pp. 187-208, content.ebscohost.com/ContentServer.aspT=P&P=AN&K=123675487&S=R&D=f5h&EbscoContent=dGJyMNXb4kSep7U4zdn yOLCmr1CeqLFSSqa4SK%2BWxWXS&ContentCustomer=dGJyMPGvtEilqbZNuePfyx8Yrh1ed7. Accessed 16 Oct. 2018.

The study addresses the issue of lack of education concerning basic safety towards children with autism. Three elementary schoolers; Violet, Emily, and Robert were put into a scenario in which they faced a potential danger. In the experiment, chemicals were replicated with water and food coloring, the firearms were disabled, and lighters were emptied of fluid and tested to ensure no fire could be started. They were then scored at their own baseline. Instead of exercising caution, the kids played with the simulated danger hazards. They did not alert the teacher about it, demonstrating the fact that the students did not receive the necessary training from their classes. Afterwards, each student was instructed to be careful of the different objects. The second score was improved from the first, indicating that the students must be carefully instructed on safety to have the basic knowledge on it.

This article was informative on the aspect of safety in the classroom, especially for students with Autism Spectrum Disorder. Although students without ASD could grasp the idea of safety easily, it can be more difficult for students with autism. The study was evidence-based and scholarly. It was detailed and informative. The article can be utilized as evidence on the current standing of how children with ASD are taught, and lead into how this issue can be resolved.

Sarris, Marina. "The Stigma of Autism: When All Eyes Are upon You." *Interactive Autism Network*, Kennedy Krieger Institute, Simons Foundation, 15 Jan. 2015, iancommunity.org/ssc/autism-stigma. Accessed 10 Jan. 2019.

This article addresses the stigma associated with children with autism. After autism was identified in 1943, Eustacia Cutler's daughter was diagnosed. Mr. Cutler was inclined to send his toddler to an asylum, which was not an uncommon fate for students with autism. Fifty years later, stigma still exists in different cultural backgrounds. For example, the Palestinian parents from the West Bank report that some people tell them to abandon their autistic children. In 2011, Drs. Young Shin Kim and Roy R. Grinker discovered autism rate in South Korea to be 2.6%; yet, only one-third of these individuals were diagnosed. Although schools in Japan started special education in 2007, the students in these programs were alienated and told that they had a "darkness of *kokoro*" (heart, mind). In the effort to exonerate a negative mindset from mental illnesses, parents of the students with ASD focused on the children's strengths. Simon Baron-Cohen, a British autism expert, is working to replace the word "disorder" in autism spectrum disorder into "condition." He claims that this will reduce stigma and imply that students with autism are not mentally deficient, but in some areas, mentally strong. The author concludes the article by noting that autism makes people different, not less.

This article was informative and related to the research question and hypothesis. It described several examples of the cultural stigma associated with autism spectrum disorder in other countries. This source helped expand the issue through an international lens. It not only discusses issues, but it provides potential solutions for here and abroad.

Sohn, Bo Kyung, et al. "Developing a Virtual Reality-Based Vocational Rehabilitation Training Program for Patients with Schizophrenia." *Cyber Psychology, Behavior, and Social Networking*, vol. 19, no. 11, 2016. MasterFILE Premier, doi:10.1089/cyber.2016.0215. Accessed 10 Dec. 2018.

This study focused on developing a virtual reality training program for patients with schizophrenia. The participants in the study were put in two real-life situations as a convenience store employee and a supermarket clerk. The article briefly defines schizophrenia as one of the most well-known chronic mental illnesses. It lowers one's psychosocial and cognitive functions; hence, a decrease in employment opportunities and increased stigma against people with schizophrenia. The goal was to improve cognitive abilities after patients received vocational training. Each person tested in the investigation was diagnosed with schizophrenia through the *Diagnostic and Statistical Manual of Disorders*. They were all selected from a group of 20-55 year olds with at least a middle school education. When carrying out the tasks of a convenience store employee, patients had to greet the customers, scan barcodes, manage credit and cash, etc. When they modeled the job of supermarket clerk, they inspected and arranged goods on shelves, trained in serving, and learned to handle problematic situations, etc. After an eight week training period, the clinical conditions and cognitive functions were measured. As a result, the scientists discovered that virtual reality did not have much of an impact on the participants.

Although there experiment was unsuccessful, the article was informative and scholarly

about the research findings of a team of scientists in South Korea. This study will be useful in ruling out which methods may not be for individuals with schizophrenia and other mental illnesses. This type of experiment can also be applied to students with autism

United States, Congress, House, US Government Accountability Office. *Federal Autism Activities: Agencies Are Encouraging Early Identification and Providing Services, and Recent Actions Could Improve Coordination. Report to Congressional Requesters. GAO-16-446*. Government Publishing Office, May 2016. *MasterFILE Premier*, files.eric.ed.gov/fulltext/ED572247.pdf. Accessed 18 Jan. 2019.

This report is on the Individuals with Disabilities Education Act and the actions that federal agencies are taking to encourage early autism identification and interventions. First, the document provides a background: Autism is a developmental disability that can cause social, communication, and behavioral challenges. While some may need extensive assistance daily, others do not. The American Academy of Pediatrics recommends that all children be screened for developmental delays and disabilities during doctor visits like autism at the age of 18 and 24 months. The autistic child is then treated towards young children with autism. This includes physical and occupational therapy, speech and language therapy, and behavioral therapies to help the child live as independently as possible. Federal education programs like IDEA not only require state schools to form Individualized Education Programs (IEP), but they also provide formula grants to states to fund part of intervention for infants to the age of two. The Autism Collaboration, Accountability, Research, Education, and Support Act of 2014 ensures that the Health and Human Services (HHS) department of the federal bureaucracy is increasing their attention on autism research. In April 2016, HHS designated an autism coordinator to oversee national autism research, services, and support activities. However, the reports show minimal coordination between agencies. The Government Accountability Office proposed that HHS improve the data on autism research and the agencies develop methods to monitor and coordinate this research.

This document was detailed and unbiased. It is an official government document from the US Government Accountability Office. In terms of the research question, this source provides information on the state of the nation's policies and enforcement of policies under current legislation. The identification of autism has come to increasingly younger ages, unlike many other countries.