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Domain 2: Content Knowledge, Instructional Planning, and Strategies

Literature Review Table

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| **Study (APA Citation)** | **Purpose(s) of Study** | **Key Findings** |
| Ganz, J. B., Simpson, R. L., & Corbin-Newsome, J. (2008). The impact of the Picture Exchange Communication System on requesting and speech development in preschoolers with autism spectrum disorders and similar characteristics. *Research in Autism Spectrum Disorders*, *2*(1), 157-169. | **Competency: 2.8: Implement instruction programs that promote effective communication skills using verbal and augmentative and alternative communication systems.**  Communication is one of the most important skills that humans require. I have used PECS in my class to help my students learn to communicate their wants and needs.  **Purpose:**  This study reported the results from using a multiple baseline across participants to investigate the implementation of PECS with 3 preschool children with ASD. Students were taught the first 4 phases of the system to provide a communication system that was functional, word approximations, and intelligible word and phrase use. | Results showed that 2 of the 3 students mastered PECS; however, they did not significantly increase in the areas of word approximations and intelligible words. It is important to see the positive results that 2 out of 3 completed all 4 phases and were able to improve their functional communication which is a major gain for students with autism. |
| Spencer, V. G., Simpson, C. G., & Lynch, S. A. (2008). Using social stories to increase positive behaviors for children with autism spectrum disorders. *Intervention in School and Clinic*, *44*(1), 58-61. | **Competency: 2.6 Use specialized instruction to enhance social participation across environments.**  Understanding that children with autism need assistance in using appropriate behaviors in a variety of settings is important. One way to teach the skills is to use Social Stories to teach what behaviors to use in environments where the student may go.  **Purpose:** | The authors discussed the positive benefits of using Social Stories to teach appropriate behaviors for a variety of settings. They mentioned several reasons these stories were successful with individuals with autism including: 1) they are visual which is a preferred method for learning with children with ASD, they are permanent in the way you behave in a certain situation doesn’t change so the story can be reviewed over and over, they focus on the needs of the individual, not the general classroom, and they are written in a simple format that the children understand and can easily follow. |
| Panerai, S., Ferrante, L., Caputo, V., & Impellizzeri, C. (1998). Use of structured teaching for treatment of children with autism and severe and profound mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 367-374. | **Competency: 2.10 Structure the physical environment to provide optimal learning.**  As a teacher understanding the importance of structure for children with autism and setting up the room properly will help students be successful in school.  **Purpose:**  Using a multidimensional assessment procedure, the authors evaluated the effects of TEACCH after it has been implemented for 12 mos. and then 18 mos. 18 children and adolescents with ASD were participants with the mean chronological age of 13 and mean developmental age of 16 mos. The following assessment tools were used for the evaluation: Childhood Autism Rating Scale, Vineland Adaptation Behavioral Scale, and the PsychoEducational Profile, Revised.Structured observations of maladaptive behaviors and spontaneous communications were also completed. | Results from the study were positive for the use of Structured Teaching as there was an increase in working skills and functional communication abilities. An added plus for Structured Teaching was a reduction in anxious reactions to certain situations which lead to less inappropriate behaviors. |
| Vismara, L. A., & Lyons, G. L. (2007). Using perseverative interests to elicit joint attention behaviors in young children with autism: Theoretical and clinical implications for understanding motivation. *Journal of Positive Behavior Interventions*, *9*(4), 214-228. | **Competency: 2.7 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.**  One skill that is extremely difficult for children with autism is that of joint attention. Using preferred items to gain the interest of the child helps to build on this skill.  **Purpose:**  This single-subject reversal design with alternating treatments examined if joint attention would be initiated as a collateral effect of using motivating techniques of PRT along with interest stimuli. | Results from the study showed an almost immediate increase in joint attention when highly preferred reinforcers were included with PRT. Another finding, which was somewhat surprising was an increase in joint attention even with lower preferred items. |
| Bieberich, A. A., & Morgan, S. B. (2004). Self-regulation and affective expression during play in children with autism or Down syndrome: A short-term longitudinal study. *Journal of Autism and developmental Disorders*, *34*(4), 439-448. | **Competency: 2.11 Provide instruction in self-regulation.**  As a preschool teacher it is important that I begin teaching self-regulation to my students at an early age to keep inappropriate behaviors at a lower level.  **Purpose:**  The purpose for this study was to examine self-regulation and affective expression for children with autism or Down syndrome. It was conducted over a 2 year period using a behaviorally-anchored rating scale which was used to assess a self-regulation factor, a negative factor, and a positive affect factor through videos of play sessions. | The results showed similar patters with both groups from time 1 to time 2, though the autism group showed more deviant ratings of measures of self-regulation and affective sharing. The children with autism showed rather high stability for self-regulation, but less stability than those with Down syndrome for all three factors. |