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Domain 6: Programs, Services, and Outcomes

Literature Review Table

Study (APA Citation)	Purpose(s) of Study	Key Findings
<p>Spencer, V. G., Simpson, C. G., & Lynch, S. A. (2008). Using social stories to increase positive behaviors for children with autism spectrum disorders. <i>Intervention in School and Clinic, 44</i>(1), 58-61.</p>	<p>Competency: 6.10: Design and implement instruction that promotes effective communication and social skills. I want my students to interact with their peers in the classroom and those in regular education classes. To help them be successful, I need to make sure they have the knowledge of the expectation in various social situations. Social stories are one evidence-based practice proven successful in helping students with ASD.</p> <p>Purpose: The purpose of this article discusses the challenges in educating students with ASD in inclusive settings. Behavioral issues, especially those caused by inappropriate social skills, can be the hardest for students trying to fit in with their peers. The use of Social Stories to help students know the proper behaviors when socially interacting with others can help children understand the expectations when in a variety of settings.</p>	<p>The authors provided information for teachers writing social stories for their students. The format for writing stories was introduced along with steps in developing appropriate stories for improving social behaviors. They also described how to implement the stories into the daily schedule and the importance of reminding children of the things they learned from the stories before they entered a social situation.</p>

<p>Travers, J. C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. <i>Intervention in school and clinic</i>, 52(4), 195-203.</p>	<p>Competency: 6.12: Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences. Wanting to provide instruction using EBPs is vital to a student's success; however, with so many changes in our field it can sometimes be hard to determine which tools are truly proven. As a teacher, it is vital that I recognize how to review techniques to make sure they have been proven effective.</p> <p>Purpose: The purpose of this article was to discuss the importance of using evidence-based practices in planning intervention for students with ASD and how to distinguish those from unproven/ineffective strategies that others may accept. Information was provided on how to improve recognition of potentially ineffective practices through understanding the differences in science and pseudoscience.</p>	<p>This article explained the shift toward evidence-based practices in response to a variety of fad, pseudoscientific, and unproven interventions that were being used in the field of Special Education. Educators are expected to follow these EBPs; however, with an everchanging field that can be hard at times. This article provided valuable information for educators on how they can make sure the practices they choose are truly the proven ones for students with ASD.</p>
<p>Dettmer, S., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2000). The use of visual supports to facilitate transitions of students with autism. <i>Focus on Autism and Other Developmental Disabilities</i>, 15(3), 163-169.</p>	<p>Competency: 6.2: Integrate a range of environmental supports that maximize learning. Helping students with special needs be successful in school requires a teacher to implement tools that will support her students' needs.</p> <p>Purpose: The purpose of this study was to review the use of a combination of visual supports for 2 elementary age boys with ASD and determine their success.</p>	<p>The study researched the effectiveness of visual supports for the 2 students using single-subject reversal designs. Data found a significant decrease in the latency between the time the students were given their instructions and the time they began the activity when visual supports were used. Another noted result was that when these supports were used there was less verbal instruction, prompts, and physical required by the teacher.</p>
<p>Quill, K. A. (1997). Instructional considerations for young children with autism: The rationale for visually cued instruction. <i>Journal of autism and developmental disorders</i>, 27(6), 697-714.</p>	<p>Competency: 6.3: Modify verbal and nonverbal communication and instructional behavior to meet learner needs. Teachers of students with ASD know that communication is a difficult skill for them. It is necessary for teachers to consider this knowledge when interacting with the students and providing instruction.</p> <p>Purpose: The purpose of this article was to review instruction for children with autism who have been characterized as visual learners. Research regarding the learning style differences associated with ASD was included along with</p>	<p>The article reviewed the cognitive profile of those diagnosed with ASD. The profile showed that students with ASD are more successful in nonverbal and nonsocial problem-solving skills and difficulties with verbal reasoning and social cognition. The authors researched this finding which led them to the importance of nonverbal communication and instruction strategies for those students with ASD. Further research determined that the use of language-based instruction for students with ASD was less effective than more visually supported instruction.</p>

	<p>the examination of instructional strategies for behavioral and incidental instruction. A review of a case study showed the positive aspects of using visually cued instruction to help students be successful.</p>	
<p>Kern, P., & Aldridge, D. (2006). Using embedded music therapy interventions to support outdoor play of young children with autism in an inclusive community-based child care program. <i>Journal of music therapy</i>, 43(4), 270-294.</p>	<p>Competency: 6.5: Apply inclusive principles in the education of individuals with ASD. It is vital that educators find ways to help students engage appropriately with their peers and others in society. Following research to see that is has evidence of success, teachers should look outside the box to find what works for their students.</p> <p>Purpose: The purpose of the study was to review the use of music therapy interventions to improve peer interactions and meaningful play with 4 boys with ASD. The use of an outdoor music center, using original songs written for each boy, was designed to improve the interactions by the boys. The intervention was implemented by the teacher of the boys and the results were reviewed by the authors.</p>	<p>Using a multiple baseline design with four conditions replicated across the participants, results showed several findings. First, the study reinforced the characteristic of students with ASD engaging less in meaningful play and peer interactions. Second, results indicated that all 4 boys were attracted to the sounds in the music center; however, the center did not improve desired outcomes of the study. Next, results showed the use of the unique songs for each boy produced desirable outcomes (I relate this to the use of Social Stories), especially with interaction with peers. Finally, aside from the researched information, the study showed the positive use of collaboration between the music teachers and the teachers of the ASD students in providing a successful intervention for the students.</p>