

Research Summary Table

Intervention	Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome	Notes
Activity-Based Intervention	19*	3-12	286	Language, teacher's teaching skill, behavior, listening skills, picture/object naming skills, counting	+	*Note. This number of studies includes studies cited in an integrated review of literature by Pretti-Frontczak, Barr, Macy, & Carter (2003).
Adult-Mediated Social Skills Instruction	88*	3-22	704	Functional language use, behavior, theory of mind, social skills, question asking	+	*Note: Number includes studies in systematic review by Reichow, B. & Volkmar, F.R. (2010).
The Alert Program [®] for Self-Regulation	0					
Applied Behavior Analysis						Applied Behavior Analysis is not a single intervention.
Assistive Technology	38*	10-17	220+	Communication, matching, spelling, problem solving, alertness, motivation and behavior, task completion, self-help, social interaction, emotion recognition, joint attention	+	*Note: Includes results of a review by Pennington, R.C. (2010).
Auditory Trainer	1	6	1	Eye contact, word production, social orientation	+	
Augmentative and Alternative Communication	50+*	3-20	183	Functional language use, behavior change, skill acquisition, sound/symbol association, imitation, requesting, social interaction	+	*Note: This number includes studies cited in integrated reviews of literature by Millar, Light, & Schlosser (2006) & Van Der Meer, L.A. & Rispoli, M. (2010), which reviewed some overlapping studies. See additional studies under Picture Exchange Communication System.
Cartooning	5	3-14	25	Social behavior, social interactions, appropriate behavior, communication	+	
Categorization/Sorting Strategy	2	6-16	9	Sorting, categorization	+	
Chaining	8	3 to adult	26	Daily-living skills (drinking from a cup, Internet skills, making a snack, independent eating) escape behavior, sharing, chained vocalizations	+	

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Choice Making	13	2-21	32	Appropriate behavior, motivation, aggressive/destructive behavior, problem behavior, task engagement, rejections, social play/pragmatic skills	+	
Circle of Friends	5	3-10	37	Social skills, social integration, peer acceptance, inclusion, teachers' perception, peer attitude	+	
Cognitive Behavior Modification	9	3-adolescence	71	Aggressive behavior, on-task behavior, stereotypic behavior, social behavior, communication skills	+	
Comprehensive Autism Planning System (CAPS)	0					
Conversation Starters	1	8-10	34	Conversational exchanges: scripted statement, unscripted statement, unprompted statement, responses to peers	+	
Developmental Social Pragmatics	1*	2.5-4	3	Spontaneous language, total appropriate language	+	*Note: Other techniques include elements of developmental social pragmatics, including Floor Time™/DIR, PLAY Project and other play-based models, the SCERTS model, and incidental teaching.
Direct Instruction	9	4-14	49	Academic, task engagement, language, play reading comprehension, social skills, and task completion	+	

TARGET: Texas Guide for Effective Teaching
Research Summary Table

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Discrete Trial Training	28*	3-13	346	Communication, behavior generalization, parent discrete trial training training, object matching, PECS, vocal imitation, motor, person/social functioning, cognitive functioning, stereotype behaviors, parent education, social-emotional functioning, out-of-seat behavior, motor imitation, daily living skills, identifying emotions, identifying objects, IQ, joint attention, spontaneous responses, social interaction, social quotients, listener skills, adaptive behavior, play responses, math and language arts content, following directions to choose.	+	<i>*Note:</i> Includes a review of literature by Eldevik et al (2009).
Errorless Learning	2	3-7	6	Word acquisition, discriminative labels	+	
Extinction	4	2-15	58	Social consequence, sleep problems, aggressive behaviors, problem behavior, self-injurious behavior, disruptive behavior, finger picking, appropriate vocal responses, inappropriate verbalizations, transitions, and sorting, food refusal, picky eating	+	
Facilitated Communication	29*	5-adult	152	Validity, reliability	Largely -	<i>*Note:</i> This includes an integrated review of the literature by Mostert (2001)
Fading	17	2-25	67	Aggressive behavior, problem behavior, liquid and food refusal behavior, self-management, sight-word reading skills, word identification, discrimination learning, conversational exchanges engagement, disruptive behavior, sleep problems, promoting school attendance	+	
FloorTime™	4	2-6	271	Communication behavior, negative behavior, problem solving, symbolic process, functional development	+	

TARGET: Texas Guide for Effective Teaching
Research Summary Table

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Functional Communication Training	38*	3-15	124	Functional communication training, reduction of problem behaviors, picture schedules, Picture labels, gestural communication, self-injury, task completion, escape, elopement	+	<i>*Note:</i> Includes meta-analysis, but does not include other interventions identified simply as behavioral in the research article even though they used the functional communication steps.
Incidental Teaching	13	3-9	67	Social skills, communication, behavior, community-based skills	+	
Incredible 5-Point Scale	0					
Joint Action Routines	3	4-14	8	Appropriate responses, play, cognitive skills	+	
LEAP (Learning Experiences and Alternative Programs for Preschoolers and Their Parents)	1*	3-21		Social, communication, behavior	+	<i>*Note:</i> See peer- and adult-mediated social skills strategies for additional studies on strategies used in the LEAP model as well as ABA strategies.
More than Words and Learning/Language and Loving It: The Hanen Program for Children with ASD	2	1-2	54	Social, communication	+	
Multimedia Interventions	66*	3-21	366	Virtual reality, PDAs, computer software, mindreading, emotion recognition, symbolic play, language development, spelling, daily living	+	<i>*Note:</i> Includes studies reported in reviews by Kagohara, (2010) and Pennington, (2010).
Music Therapy	20*	3-21	174	Social, attribution, joint attention, imitation, behavior, academic, communication, vocalizations, motor, cognitive	Mixed	<i>*Note:</i> Includes an integrate review of literature by Whipple (2001).
Option Method	0					
Peer-Mediated Interventions	80	3-13	361	Social skills, peer interaction, participation, communicative skills, cooperative learning, social interaction, group working responsibilities, reciprocal interactions, toy play, on-topic verbalizations, play behavior	+	<i>*Note:</i> Includes reviews by Chan et al (2009) and Wang & Spillane (2009).

TARGET: Texas Guide for Effective Teaching
Research Summary Table

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Picture Exchange Communication System (PECS)	50+*	1-17	635+	Language production, communication, behavior	+ results for teaching requests, mixed results for increased speech	<i>*Note:</i> Includes integrated reviews of literature by Flippin, M., Reszka, S., Watson, L.R. (2010), Hart, S.L. & Banda, D.R. (2010), Tien (2007) and Preston & Carter (2009) including overlapping studies.
Pivotal Response Training	20*	2-16	301	Adaptive functioning, joint attention, stereotypic behavior, self-management, responsiveness to verbal initiations, self-initiation, social behaviors, adaptive behaviors, symbolic play skills, toy play	+	<i>*Note:</i> See also adult-mediated social skills interventions for additional studies.
Play Skills-Based Interventions	17	3-16	318	Play behavior, social interactions, on-task play behavior, play-related talk, initiation of social contact, duration of social contact, reduction in stereotyped behaviors, motivation	+	
Priming	17	3-15	16	Academic responding, appropriate behavior, disruptive behaviors, spontaneous initiations, toileting , compliance with dental exam, play skills	+	
Prompting	55*	3 to adult	157	Academics, art, communication, imitative skill, generalization, social skills, daily living skills, leisure choice, Internet skills, spontaneous response, disruptive behaviors, reading comprehension, safety, writing, empathy, observation, on task, identifying numbers	+	<i>*Note:</i> Includes an integrated review of literature by Walker (2008).
Rapid Prompting Method (Halo-Soma Method)	0					

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Reinforcement	48	3 to adult	118	Communication, self-management, social skills/interaction, behavior management, symbol comprehension/expression, communication/speech, food consumption, leisure education, academic, work-related behaviors, play skills, stereotypic behavior	+	
Relationship Development Intervention	1	2-8	16	Experience sharing, reciprocal communication, functional behaviors, flexible and adaptive behavior	+	
Relaxation	2	11-12	2	Relaxation, disruptive behavior	+	
Repeated Storybook Intervention	1	3	1	Repeated storybook reading, language development	+	
Rules and Routines	5	2-10	10	Challenging behaviors, parent-child interactions, activity engagement, sleep problem	+	
SCERTS® Model	0					
SCORE Skills Strategy	1	12-17	10	Share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control	+	
Self-Determination Strategies	3	15 to adult	27	Self-knowledge, communication, life mapping, goal planning, person-centered planning methods, self-determination curriculum, self-instructional model, technology, exercise goal settings	Mixed	
Self-Regulated Strategy Development	1	10	1	Writing skills	+	

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Sensory Processing Interventions	40*	3-adult	930	Weighted vests, therapy balls as alternative seating, sensory integration therapy, auditory integration therapy, Snoezelen multisensory environments, sensory and motor interventions	Mixed	*Note: This number indicates the results from three reviews
Shaping	2	6-8	4	Vocalization frequency, social behavior	+	
Sign Language	54*	4-18	244	Functional language use	+	*Note: Includes review of literature by Schlosser & Lee (2004)
SOCCSS: Situation-Options-Consequences-Choices-Strategies-Simulation	0					
Social Autopsies	0					
Social Narratives: Social Stories™	90+*	3-15	200+	Appropriate behavior, conversation skills, prosocial behavior, problem behavior, self-awareness, repetitive behaviors, inappropriate sexual behavior, mealtime skills, unsafe behavior, obsessional behavior	Mixed	*Note: Includes reviews by Karkhaneh, M., Clark, B., Ospina, M.B., Seida, J.C., Smith, V., Hartling, L. (2010), Kokina, A. & Kern, L. (2010), Reynhout, G. & Carter, M. (2010), Wang & Spillane (2009) and Ali & Frederickson (2006). Studies reviewed overlapped between review papers.
Social Narratives: Power Card Strategy	2	10-14	4	Appropriate behavior, sportsmanship skills, conversation skills	+	
Social Narratives: Social Scripts	9	4-adults	38	Appropriate behavior, verbal communication skills, social skills, peer interaction, game play	Generally positive	
Social Thinking	4	3-11	62	Perception/imitation, emotion recognition, pretense, distinction between physical and mental, first-order belief, false belief, second-order belief, irony/humor, mental representations, verbal behaviors, imitations, listening with eyes, nonverbal behaviors	+	

TARGET: Texas Guide for Effective Teaching
Research Summary Table

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SODA: Stop-Observe-Deliberate-Act	2	9-12	5	Social behavior, social interactions, appropriate behavior, spontaneous initiation, cooperative learning, participation in social activities	+	
Strategies for Teaching Based on Autism Research (STAR) Program	2	2-6	114	Expressive and receptive language, following routines, pre-academics, play, social skills, behavior	+	
TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)	14*	2-adult	477	Working skills, functional communication abilities, problem behaviors, play skills, personal independence, social abilities, cognitive skills, academic skills, prevocational skills, imitation, fine motor, gross motor, and nonverbal conceptual skills, latency	+	*Note: Also see studies on visual environmental supports, rules, and routines, and adult-mediated social skills strategies—component of the TEACCH model.
Test Taking Strategy: Pirates	1	12-17	4	Test-taking skills	+	
Using Special Interests	10	2-19	44	Communication, joint attention, social interaction, math and reading tasks	+	
Verbal Behavior	7	3-14	26	Speech, communication	Mixed	
Video Modeling	100+*	2-20	300+*	Social behavior, communication, social orienting, eye contact, conversation skills, toilet training, play and social skills, social sequences, social language, task engagement, social understanding, perspective-taking, purchasing skills, prevocational/vocational skills, classroom rules, pretend play, letter recognition	Generally Positive	*Note: Includes studies cited in reviews of literature conducted by Kagohara, D.M. (2010), McCoy & Hermansen (2005), Rayner et al, (2009,) Shukla-Mehta, S., Miller, T., Callahan, K.J. (2010), and Want & Spillane (2009). Some studies appeared in multiple reviews.
Visual Environmental Supports	37*	3-adult	97	Problem behavior, transition, communication, social behavior, leisure activities, daily living skill, vocational skill	+	*Note: Includes studies cited in integrated reviews of literature conducted by Wheeler, Baggett, Fox, & Blevins (2006) and Odom, Brown, Frey, Karasu, Smith-Cantor, & Strain (2003).

TARGET: Texas Guide for Effective Teaching
 Research Summary Table

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Ziggurat Model	0					Note: No studies have been conducted on the model. Studies have been conducted on the elements of the model.