**Literature Review Table; Domain: 2**

## Instructions

For each domain, you are required to submit a literature review table that outlines a minimum of **five** peer-reviewed journal articles related to the domain and their major findings. Throughout your program, you have had the opportunity to practice this skill and it is entirely appropriate for you to go back to those previously developed literature review tables. You will need to expand them to meet the requirements of the portfolio and to ensure that the articles you select are carefully aligned with the specific domains for each week/section of your portfolio. This literature review is designed to serve two purposes: (a) First, it gives you an opportunity to demonstrate your understanding of autism literature and (b) It prepares you to ground your reflections in the literature. Each of your artifact reflections should include citations so be sure to be purposeful in your selection of articles.

To get started, go to [www.ku.edu](http://ku.edu) and click on the Libraries link. You will need to use your KU ID to log on in order to download electronic copies of articles.  You can go to the **E-journals link** on the left and search for some suggested journals: *Career Development for Exceptional Individuals* *(*this journal is the leading journal for autism), *Exceptional Children*, *Journal of Special Education* and *Research and Practice for Persons with Severe Disabilities, Journal of Learning Disabilities, Journal of Special Education* and other professional journals with which you may be familiar.You can browse these journals by each edition and look at the table of contents for titles pertaining to your topic. This is a great way to identify current articles related to your topic.

You can also use [**Google Scholar**](http://scholar.google.com). If you are not familiar with this, GET familiar with it! The best part is, you can change your settings so that you are linked to the KU library, and then you can get directly to the article from Google Scholar via the KU library (for free). It is very cool and easy. In your settings, under Library Links, link to “University of Kansas Libraries” – then whenever KU has something from your Google scholar list, you can just click “get at KU” and you go directly to the article.

You should use the American Psychological Association’s rules for citing references in APA style, using the *APA Style Publication Manual (6th Edition)*. There are several excellent websites that provide good information about APA style. Both your research articles and your websites must be listed using APA format (6th edition).

## Guidelines

**Please include the following information in your literature review table. Use the headers listed as your major headers, this will ensure you include all critical information**

**Literature Review Table.** *For each of the research articles you review, you will fill in a row of a literature review table. The headings are as follows (see sample attached):*

1. APA Citation of the Article
2. Competency - Clearly link the associated competency/competencies for the selected article.
3. Research Purpose - In this section, you should clearly explain the significance/relevance of this article for readers.
4. Key Findings - In this section, you should identify 3-5 key findings for readers

Please save your work as one document that includes your literature review table your summary of findings and save it as: “your initials”lit.review.doc and submit within this assignment. **Be sure to also type your name into the word document at the top with the date.**

### Literature Review Table

The first row contains an example. Delete the entry in the first row after you have added your own articles.

|  |  |  |
| --- | --- | --- |
| Study (APA Citation) | Competency and Purpose | Key Findings |
| Asaro-Saddler, K., & Saddler, B. (2010). Planning instruction and self-regulation training: Effects on writers with autism spectrum disorders. *Exceptional Children, 77*(1), 107-124. | **Competency: 2.11 Provide instruction in self-regulation**  Teachers should consider self-regulation strategies for helping learners with autism improve on academic skills and independent work.  **Purpose:**  This study examines the effectiveness of the self-regulated strategy development model on individuals with autism ability to write fictional stories (commonly required on state assessments). | * The SRSD model focuses on direct instruction of typical writing processes, development of self-regulatory practices like goal setting, self-reinforcement, and self-monitoring, and effort and self-efficacy. * All three students increased the number of fictional story elements they used in their stories, improved the overall quality of their writing, and increased the length of their writing following the intervention including in a maintenance assessment. * All three students reported that they felt the strategy made them a better writer and thought it would help others. * All three students were observed spontaneously using self-regulatory strategies following the intervention. |
| Ganz, J. B. (2007). Classroom structuring methods and strategies for children and youth with autism spectrum disorders. *Exceptionality, 15*(4), 249-260. | **Competency: 2.10 Structure the physical environment to provide optimal learning**  Teachers should consider the structure of their classroom and visual supports to enhance the learning of students with autism.  **Purpose:**  This study describes research that supports visual organization, schedules, and work systems and the steps necessary to use different strategies effectively. | * Classrooms should be arranged so that the students can see defined spaces for different activities. One to one lessons, independent work, group activities, prevocational skills, self-help skills, and leisure all have specific areas. * Reorganize the physical structure as students’ needs change. * Individual work tasks should clearly show a student what to do, how much needs to be done to complete the task, and a visual of what the task looks like when completed. |
| Moore, M., & Calvert, S. (2000). Brief report: Vocabulary acquisition for children with autism: Teacher or computer instruction. *Journal of Autism and Developmental Disorders, 30*(4), 359-362. | **Competency: 2.9 Provide specialized instruction for spoken language, reading, and writing**  **2.2 Knowledge of the benefits of low- through high-technology supports across areas of development**  Computer-based programs may be effective for engaging students with autism and increasing their vocabulary.  **Purpose:**  This study examined the effectiveness of a computer software program to enhance the vocabulary skills of learners with autism by incorporating behavioral learning principles and methods for maintaining the learners’ attention. | * Students attended to the computer lessons more than when presented the information by a teacher. * Students recalled more of the six nouns they were learning after exposure to the computer program than the teacher presentation. * 57% of the children in the computer condition chose to continue with the program while none of the children working with the teacher chose to continue. * In both conditions, the more the children attended, the more they learned. * Computer programs are a valuable supplemental teaching method. |
| Bernard-Opitz, V., Sriram, N., & Nakhoda-Sapuan, S. (2001). Enhancing social problem solving in children with autism and normal children through computer-assisted instruction. *Journal of Autism and Developmental Disorders, 31*(4), 377-384. | **Competency: 2.2 Knowledge of the benefits of low- through high-technology supports across areas of development**  **2.6 Use specialized instruction to enhance social participation across environments**  Computer-based instruction may be an effective method for teaching social skills, specifically social problem solving for students with autism.  **Purpose:**  The researchers of this study created a computer program using animated visuals to create social problem scenarios. They examined the effectiveness of this program on social problem-solving skills in students with and without autism. | * Both sets of children showed improvement in social problem solving following the computer intervention. * The children with autism preferred the sensory stimulation following correct responding over the natural reinforcement from correctly responding to the social situation. * The children with autism stayed interested in the computer program while the typically developing children showed signs of boredom over the course of the intervention. |
| Whalon, K. J., Otaiba, S. A., & Delano, M. E. (2009). Evidence-based reading instruction for individuals with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 24*(1), 3-16. | **Competency: 2.9 Provide specialized instruction for spoken language, reading, and writing**  It is important for teachers to understand and implement effective, evidence-based reading instruction strategies for individuals with autism.  **Purpose:**  This article reviews research on reading instruction for individuals with autism that has been published in a peer-reviewed journal, has one or more school-age participants identified as having ASD, and that tested the effectiveness of interventions in code-focused and/or meaningful-focused skills as defined by the National Reading Panel. | * Students with autism have more difficulty with meaning-focused skills of reading than with code-focused skills. * Strategies outlined by the NRP do provide some benefit to learners with autism. * Meaning-focused skill instruction specifically for individuals with autism is lacking. * Research addressing the reading skills of children with ASD is preliminary. While recommended strategies from the NRP may be effective, there is a lack of research on evidence-based practices for learners with autism specifically, and specifically with meaning-focused skills. |