**Literature Review Table; Domain: 4**

## 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.

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| Study (APA Citation) | Competency and Purpose | Key Findings |
| Ganz, J. B. (2015). AAC interventions for individuals with autism spectrum disorders: State of the science and future research directions. *Augmentative and Alternative Communication, 31*(3), 203-214. | **Competency: 4.10 Model the use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and learner engagement**It is important to know how to implement assistive technology and AAC to help learners engage with their peers and in their environment.**Purpose:**This study summarizes current research related to individuals with ASD and AAC and implications for stakeholders, and looks at priorities for future research. | * Both low-tech (i.e. picture exchange) and high-tech aided AAC systems have been demonstrated as effective with people with ASD.
* People with ASD as a group do not demonstrate a strong preference to any particular type of aided AAC.
* Parents may have a difficult time selecting an AAC mode. Stakeholders should consider available research, learner interest, and multimodal approaches.
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| Sansosti, J. M., & Sansosti, F. J. (2012). Inclusion for students with high-functioning autism spectrum disorders: Definitions and decision making. *Psychology in the Schools, 49*(10), 917-931.  | **Competency: 4.2 Knowledge of the continuum of placement and services**It is important to understand the needs of all types of learners with ASD. Different students require different levels of support.**Purpose:**This study explored the attitudes, experience, and decision-making processes associated with inclusive education practices for students with High Functioning Autism Spectrum Disorders (HFASDs). | * Including students with HFASDs is different than for students with other disabilities. They sometimes required specific supports (sensory “diets”, visual schedules, social skills instruction) that other students with disabilities did not need.
* Educators believe that inclusion accelerates skill development for students with HFASDs through challenging academics and new social scenarios.
* Class-wide strategies can benefit students with HFASDs and all students in the class.
* The main factors for determining inclusion were reported as: characteristics of HFASD (behavior, academic skills, communication skills, adaptive skills), factors that affect other students, and availability of resources.
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| White, S. W., Scahill, L., Klin, A., Koenig, K., & Volkmar, F. R. (2007). Educational placements and service use patterns of individuals with autism spectrum disorders. *Journal of Autism & Developmental Disorders, 37*(8), 1403-1412. | **Competency: 4.2 Knowledge of the continuum of placement and services**It is important to know what factors contribute to placement decisions for individuals with ASD.**4.1 Knowledge of the definitions and issues related to the identification of ASD**It is important to acknowledge differences between different forms of ASD.**Purpose:**This study examined the characteristics of ASD that are used for educational placement, differences in those who receive special education services and those who don’t’, and differences in children in more restrictive settings. | * Children with ASD in special education had lower IQ levels than children with ASD in regular education classrooms.
* Lower communication scores on the Vineland communication assessment were associated with special education placement.
* Students remained in similar placements from kindergarten through middle school, meaning placement seems to be permanent.
* The most frequently used school-based service was speech and language therapy. Social skill development was lacking for children in this category.
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| Caldwell, J. (2010). Leadership development of individuals with developmental disabilities in the self-advocacy movement. *Journal of Intellectual Disability Research, 54*(2), 1004-1014. | **Competency: 4.5 Knowledge of the concepts of self-determination, self-advocacy, community and family support, and impact in the lives of individuals with ASD**It is important to know how individuals with ASD can advocate for themselves and what we can do to support them and their families.**Purpose:**This study looks at how leaders have developed in the self-advocacy movement for individuals with disabilities and what factors contribute to developing self-advocacy and leadership skills in individuals with disabilities. | * All of the leaders who participated experienced labelling and bullying across their life history.
* More opportunities are needed for individuals with disabilities to engage in leadership roles within schools such as student government and student councils.
* Volunteering and community service opportunities were highly valued by leaders in the self-advocacy movement.
* Paid advocacy opportunities are lacking for individuals with disabilities.
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| Weiss, J. A., Robinson, S., Fung, S., Tint, A., Chalmers, P., & Lunsky, Y. (2013). Family hardiness, social support, and self-efficacy in mothers of individuals with autism spectrum disorders. *Research in Autism Spectrum Disorders, 7*(11), 1310-1317. | **Competency: 4.6 Knowledge of the effect of core and associated characteristics of ASD on family dynamics and functioning**It is important to understand how an individual with ASD affects the family dynamic and what can be done to support families with children with disabilities.**Purpose:**The study aims to examine the affects of family hardiness as a mediator for stress from factors like child aggressive behavior, and negative life events. | * Self-efficacy and social support directly affect family hardiness, which also explains perception of family distress.
* Family hardiness can be strengthened by fostering self-efficacy and building skills to address manageable stressors, and better engagement with services available.
* The quality of social support is more important than the quantity available.
* A pile-up of stressors and parent distress can be explained by mothers’ appraisal of family hardiness.
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