**Literature Review Table, Domain 6**

## 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 transition 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 the [KU Library website.](https://lib.ku.edu/) 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 and Transition for Exceptional Individuals (this is the leading journal for transition), Exceptional Children*,*Journal of Special Education, Research and Practice for Persons with Severe Disabilities, Journal of Learning Disabilities, 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, now is the time to get familiar with it! One terrific feature allows you to change your settings to link to the KU library, and then you can get articles from Google Scholar via the KU library (for free). It is very cool and easy. In your settings, under Library Links, show library access links to “University of Kansas Libraries.” Then whenever KU has something from your Google Scholar list, you can just click “Get at KU” and directly access the article.

You should cite research articles and websites in APA style using the sixth edition of the *Publication Manual of the American Psychological Association.* There also are several excellent websites that provide good information about APA style.

## 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.

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 below):

1. Study (APA Citation)
2. Purpose(s) of Study
3. Key Findings

Please save your work as *one document* that includes your literature review table and your summary of findings and save it as the following: your initials.lit.review.doc. *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) | Purpose(s) of Study | Key Findings |
| --- | --- | --- |
| Barnard-Brak, L., & Fearon, D. D. (2012). Self-advocacy skills as a predictor of student IEP participation among adolescents with autism. *Education and Training in Autism and Developmental Disabilities, 47*(1), 39-47. | **Competency: 6.12 Identify evidence-based strategies to increase an individual’s self-determination of activities, services, and preferences.**  It is important for individuals with autism to advocate for themselves and be able to express their own goals, dreams, and preferences.  **Purpose:**  This study examined what variables were predictors of student IEP participation and if those predictors are different for students diagnosed with different disabilities. | * For students with any disability, communication skills were a predictor of participation. * Students with autism had lower communication skills than students with other disabilities. * Self-advocacy was a predictor for students with autism and seemed to be more significant for students with autism than students with other disabilities. * There is a lack of research in the effectiveness of self-determination instruction for students with disabilities. It is clear it is important, but there needs to be more research on how to teach it. |
| Crosland, K., & Dunlap, G. (2012). Effective strategies for the inclusion of children with autism in general education classrooms. *Behavior Modification, 36*(3), 251-269. | **Competency: 6.1 Understand the general education curriculum and supports to facilitate learner success.**  It is important to know the curriculum requirements and effective supports for including learners with autism in the general education setting.  **Purpose:**  This article reviews evidence-supported strategies for inclusion of students with ASD by reviewing research trends, showing data for successful strategies, and review of systemic and individual features of the strategies. | * Successful antecedent strategies are priming (allowing the student to preview an activity before engaging in it), prompting, and visuals schedules. * Delayed contingencies are successful for facilitating behavior with decreased direct supervision from adults. * Self-management strategies that are successful include student selection of goals, student recording of own behavior, and administering their own reinforcement. * Response to Intervention (RtI) and school-wide positive behavior supports (SW-PBS) are successful systemic strategies that benefit learners with ASD. |
| Pierce, K. L., & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. *Journal of Applied Behavior Analysis, 27*(3), 471-481. | **Competency: 6.4 Implement activities and techniques for developing independent living skills.**  It is important for students to also learn independent living skills for their success outside of school.  **6.11 Identify evidence-based strategies to increase self-awareness and the ability to self-regulate.**  It is important for students to be able to complete tasks independently and manage their own behavior.  **Purpose:**  The purpose of this study is to assess the effectiveness of picture prompts as a self-management strategy for completing daily living skills. | * The training of selecting their own reinforcement and following picture prompts was successful in decreasing inappropriate behavior and increasing on-task behavior. * All children except one were able to generalize the skill to a new setting. * All children were able to complete the task using their picture prompts in a 2-month follow up. * The performance of students without the book varied. * Picture prompts were shown to be effective for self-managing behavior in situations without supervision. |
| Roberts, K. D. (2010). Topic areas to consider when planning transition from high school to postsecondary education for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 25*(3), 158-162. | **Competency: 6.6 Develop and implement transition plans for individuals between settings and across the life span.**  It is important to be able to successfully develop transition plans that support the needs of the student to be successful in the next setting of their life.  **Purpose:**  This article outlines important topics to discuss with stakeholders when creating a transition plan. | * The value of each topic is dependent on the student based on their strengths, needs, and interests. * Self-advocacy skills are important for student to be able to inform those around them of their needs and supports in a job or post-secondary education setting. * Academic supports are available at the post-secondary level and it should be planned for what supports may be necessary. |
| Cowan, R. J., & Allen, K. D. (2007). Using naturalistic procedures to enhance learning in individuals with autism: A focus on generalized teaching within the school setting. *Psychology in the Schools, 44*(7), 701-715. | **Competency: 6.8 Implement instructional strategies that promote the generalization of skills across domains and settings.**  It is important for students to be able to use learned skills in a variety of settings as is necessary.  **Purpose:**  This article reviews effective naturalistic approaches to teaching students with autism (incidental teaching, pivotal response training, and script-fading) and their effects on generalization. | * Naturalistic procedures are often modified to incorporate analog procedures (structure, trials, artificial reinforcers). * Analog procedures seem to be better suited for conditional discrimination training and tight stimulus control. * Naturalistic procedures appear to be better suited for generalized responding. * Naturalistic procedures have merit in creating generalized responding in learners with autism. |