**Literature Review Table; Domain: 5**

## 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 |
| Taylor, J. L., & Seltzer, M. M. (2010). Changes in the autism behavioral phenotype during the transition to adulthood. *Journal of Autism and Developmental Disorders, 40*(12), 1431-1446. | **Competency: 5.5 Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning.**It is important to know how individuals with autism change once they reach adulthood. It is also important to know how socio-economic and cultural factors contribute to outcomes.**Purpose:**This study looks at changes in the autism behavioral phenotype before and after individuals with ASD exit the school system. Factors examined included male/female, intellectual disability, and economic resources. | * While behavioral symptoms continued to improve after individuals left high school, the rate of improvement significantly slowed once they were no longer in school.
* Individuals without comorbid ID had a greater slowing of improvement than their peers with ID and ASD.
* Improvement of maladaptive behavior slows more for young adults with ASD whose families had lower incomes than their peers.
* Exiting high school has a disruptive effect on the improvement of maladaptive behaviors for youth with ASD.
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| Adreon, D., & Durocher, J. S. (2007). Evaluating the college transition needs of individuals with high-functioning autism spectrum disorders. *Intervention in School and Clinic, 42*(5), 271-279.  | **Competency: 5.3 Coordinate processes that encourage collaboration needed for transition between settings.**It is important to recognize the needed skills for success in the future setting so that those skills can be developed in the current setting. This way the individual is prepared for their future.**Purpose:**This study examines types of difficulties students may encounter during college life and the supports they may need to meet these organizational, academic, and social demands. | * Disclosure of disability and advocating for oneself are important skills that students may need to be taught.
* Hygiene and daily living skills are essential and living at home may be a better option for students who struggle with these things.
* Becoming familiar with the college campus before school starts would benefit some students with autism.
* Students need a good understanding of hazing/bullying behavior to seek help when it is happening to them.
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| Mehzabin, P., & Stokes, M. A. (2011). Self-assessed sexuality in young adults with high-functioning autism. *Research in Autism Spectrum Disorders, 5*(1), 614-621. | **Competency: 5.4 Provide leadership in collaborating with individuals and families around issues of sexuality.**It is important to listen to the needs of the individual when it comes to sex, health, and their sexuality.**Purpose:**The purpose of this study was to gather self-reports from individuals with HFA on their sexual behavior and compare them to their typically developing peers. | * As expected, individuals with HFA engaged in fewer social and sexual behaviors than the TD individuals.
* Sexual education levels were lower for individuals with HFA than TD individuals.
* Individuals with HFA reported learning their sex education from themselves or from friends rather than an authoritative source like school or parents.
* HFA participants desired more sex education.
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| Ballan, M. S. (2012). Parental perspectives of communication about sexuality in families of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 42,* 676-684. | **Competency: 5.4 Provide leadership in collaborating with individuals and families round issues of sexuality.**It is important to understand the family’s perspective on sex education for their student.**5.6 Promoting collaborative practices that respect individual family culture, dynamics, and values and the effect the diagnosis may have on the family.**It is important to understand the culture and values of the family and how that plays into how they educate their student on sexuality.**Purpose:**The purpose of this study was to understand how parents of individuals with autism are currently communicating with their children about sex, and how this information can be used to design a better intervention for parents. | * Parents were fearful of the misperceptions of the non-sexual and sexual behaviors of their children such as personal space, problems with sensory processing, missing social cues.
* Results indicate youth with ASD are at greater risk of involvement in risky sexual behavior or sexual victimization.
* The majority of parents did not see a future in which their child was appropriately sexually active.
* Parents reported being open and willing to communicate with professionals on how to better educate their children on sex.
* Most programs currently in place are reactive to problem sexual behaviors rather than being proactive on educating individuals with autism on sexual behaviors.
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| Matson, J. L., Matheis, M., Burns, C. O., Esposito, G., Venuti, P., Pisula, E., Misiak, A., Kalyva, E., Tsakiris, V., Kamio, Y., Ishitobi, M., & Goldin, R. L. (2017). Examining cross-cultural differences in autism spectrum disorder: A multinational comparison from Greece, Italy, Japan, Poland, and the United States. *European Psychiatry, 42,* 70-76. | **Competency: 5.6 Promoting collaborative practices that respect individual family culture, dynamics, and values and the effect the diagnosis may have on the family.**It is important to consider the culture and values of a family. The diagnosis of autism can have different effects on the family dynamic depending on culture.**Purpose:**The purpose of this study was to examine the cultural differences on the Baby and Infant Screen for Children with aUtIsm Traits (BISCUIT). | * The United States had the highest average total score while children from Greece had the lowest average total scores.
* Children from the U.S. had the highest subscores on the socialization/nonverbal communication, and the verbal communication items.
* The most variability was seen in restricted, repetitive behaviors suggesting that culture may have a larger influence on how these behaviors are seen compared to other symptoms of ASD.
* Awareness of ASD and knowledge of developmental milestones was different for parents from the different countries.
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