**Literature Review Table, Domain 8**

## 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 |
| --- | --- | --- |
| Nevill, R. E. A., & White, S. W. (2011). College students’ openness toward autism spectrum disorders: Improving peer acceptance. *Journal of Autism & Developmental Disorders, 41*, 1619-1628. | **Competency: 8.2 Demonstrate knowledge of how to prepare personnel and community members for interaction with individuals with ASD.**It is important to be able to create positive experiences between stakeholders and individuals with ASD.**Purpose:**This study examined the openness of college students to ASD characteristics in peers. | * Students with a first-degree relative with ASD reported higher openness scores.
* Engineering students indicated the most comfort and the most fear around peers with ASD.
* Physical science students indicated the highest willingness to spend time with a peer with ASD and the strongest belief that the peer would be likeable and of similar intelligence to themselves.
* Males showed higher openness than females.
* Social science majors showed the lowest fearfulness scores.
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| Chowdhury, J., Drummond, J., Fleming, D., & Neufeld, S. (2002). Content analysis of online autism specific sites. *Journal on Developmental Disabilities, 9*(2), 157-165. | **Competency: 8.1 Use electronic, print, and organizational resources related to ASD.**It is important to understand current resources available and the reliability of those resources.**Purpose:**The purpose of this study was to identify quality online sites as resources for parents of children with ASD. | * 145 sites related to autism were sampled. 80% were formed to provide information to users on some aspect of autism.
* 12% of the 145 sites were intended for commercial sales.
* Half of the sites were platforms for perspectives from individuals without affiliation to academic institutions or businesses.
* 67% of the sites were produced by non-profit organizations.
* Only 28% of the sites had a research perspective.
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| Horrocks, J. L., White, G., & Roberts, L. (2008). Principals’ attitudes regarding inclusion of children with autism in Pennsylvania public schools. *Journal of Autism & Developmental Disorders, 38,* 1462-1473. | **Competency: 8.3 Promote high expectations for self, staff, and individuals with ASD.**It is important for there to be high expectations of all stakeholders to provide the best care and service.**Purpose:**The purpose of this study is to identify the attitudes of principals regarding inclusion and how that relates to their placement recommendations. | * Principals who believed children with autism could be included in the regular education classroom were more likely to recommend higher levels of inclusion.
* Most principals had positive attitudes about inclusion of children with disabilities.
* Principals who stated children with autism could be included also had more positive attitudes in general about inclusion for children with disabilities.
* Principals with more experience in their current school district were less likely to have positive attitudes about inclusion.
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| Boyer, L., & Lee, C. (2001). Converting challenge to success: Supporting a new teacher of students with autism. *The Journal of Special Education, 35*(2), 75-83. | **Competency: 8.4 Demonstrate knowledge of how to provide structure, ongoing training, and support to families, professionals, and paraprofessionals.**As a leader in special education, it is important to be able to support and train others on working with students with disabilities.**Purpose:**This journal article identifies challenges of a new teacher to students with autism and details of an inclusion program that meets these challenges. | * Mentorship from experienced teachers was effective for helping new teachers on the IEP process.
* New teachers felt more successful when they had a supportive principal and administration.
* Districts providing a network of support and specific training for teachers of students with autism helped new teachers feel more prepared and successful.
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| Gardiner, E., & Iarocci, G. (2014). Students with autism spectrum disorder in the university context: Peer acceptance predicts intention to volunteer. *Journal of Autism & Developmental Disorders, 44*, 1008-1017. | **Competency: 8.6 Act as a positive role model for acceptance of, treatment of, and interaction with individuals with ASD and their families.**It is important to show others how they can treat individuals with ASD with respect and dignity.**Purpose:**This study looked at factors that influence university students’ acceptance of, and intention to volunteer with a peer with ASD. | * Research of school-aged children has consistently found a gender bias where female students tend to be more positive in their attitudes toward peers with disabilities. This bias did not appear in this study of college-aged students.
* Knowledge of ASD was not a significant predictor of acceptance of individuals with ASD.
* Quantity and quality of experience with individuals with ASD was a predictor of acceptance of individuals with ASD.
* Across the board, female students were more likely to volunteer with individuals with ASD than male students.
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