**Literature Review Table; Domain: 3**

## 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 |
| Najdowski, A. C., Chilingaryan, V., Bergstrom, R., Granpeesheh, D., Balasanyan, S., Aguilar, B., & Tarbox, J. (2009). Comparison of data-collection methods in a behavioral intervention program for children with pervasive developmental disorders: A replication. *Journal of Applied Behavior Analysis, 42*(4), 827-832. | **Competency: 3.10 Collect, interpret, and use data to document outcomes for learners, and change programming as indicated with family and team**  Using effective data collection tools is important for being able to document outcomes of programming.  **Purpose:**  The purpose of this study was to identify the effectiveness of first-trial and all-trial data collection methods. | * There was little differences in the number of sessions required for the participants to reach mastery criteria. * There was no significant difference between the two methods when it came to maintenance on skills that were mastered. * Future research should examine the effectiveness of the time used to collect data using the two methods. * All-trial data collection may allow for better procedural integrity and identifying errors related to prompts. |
| Kulage, K. M., Smaldone, A. M., & Cohn, E. G. (2014). How will DSM-5 affect autism diagnosis? A systematic literature review and meta-analysis. *Journal of Autism & Developmental Disorders, 44*(8), 1918-1932. | **Competency: 3.4 Knowledge of the criteria used to diagnose or identify ASD as defined by the most current version of the Diagnostic and Statistical Manual of Mental Disorders**  It is important to know the changes from the DSM IV to the DSM-5 and how that affects how autism is diagnosed with the newest iteration.  **Purpose:**  This literature review aimed to estimate how the updates to the DSM-5 would affect rates of diagnosis, the effects on the old ASD subgroups, and the public health implications of the new criteria. | * There may be reductions in individuals diagnosed with ASD who previously met criteria under PDD-NOS and Asperger’s disorder. * The DSM-5 criteria may result in the type of individuals who previously received services not receiving services because they do not meet the new criteria for ASD. * State policy makers may consider providing similar services to those who meet the criteria for Social Communication Disorder which may include individuals who previously met criteria for PDD-NOS and Asperger’s disorder. |
| Gould, E., Dixon, D. R., Najdowski, A. C., Smith, M. N., & Tarbox, J. (2011). A review of assessments for determining the content of early intensive behavioral intervention programs for autism spectrum disorders. *Research in Autism Spectrum Disorders, 5*(3), 990-1002. | **Competency: 3.5 Knowledge of comprehensive assessment, including specialized terminology and assessment tools**  Knowing the best assessments for determining intervention programs is important for teachers.  **3.9 Use information from assessments and educational records to design instruction**  Teachers should know how to use assessments to determine programming.  **Purpose:**  This paper attempted to identify the key components of an assessment to meet the needs of early intensive behavioral intervention providers. The assessments focused on facilitating treatment not establish a diagnosis. | * The VB-MAPP is a strong assessment that benefits from information on very specific skills and a functional approach to language. * None of the assessments reviewed were directly linked to a comprehensive curriculum. * Program content is more often based on clinician experience, expertise, and tradition rather than on a detailed and accurate assessment of a child’s functioning. * There is a general dissatisfaction with existing assessments used to design EIBI programs, particularly by ABA treatment providers. |
| Cunningham, A. B., & Schreibman, L. (2008). Stereotypy in autism: The importance of function. *Research in Autism Spectrum Disorders, 2*(3), 469-479. | **Competency: 3.11 Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior**  Understanding the function that maintains a behavior is essential for addressing that behavior.  **Purpose:**  This paper addresses the relevance of stereotypy in the learning of children with autism and understanding the automatic sensory and socially mediated reinforcement contingencies that occur with stereotypy in children with autism. | * Research shows that stereotypy and repetitive behaviors may be maintained by social or nonsocial positive or negative reinforcement not just sensory or automatic reinforcement. * Stereotyped behaviors should be defined by the function rather than by their topography. * Functional analyses of the behavior can identify the function of the stereotyped behavior. * Interventions should align with the function identified. |
| Rogers, E. L. (2001). Functional behavioral assessment and children with autism: Working as a team. *Focus on Autism and Other Developmental Disabilities, 16*(4), 228-231. | **Competency: 3.8 Conduct functional behavior assessments that lead to development of behavior support plans**  Teachers should be able to conduct functional behavior assessments and work as a team to design behavior support plans.  **3.10 Collect, interpret, and use data to document outcomes for learners, and change programming as indicated with family and team**  Teachers should be able to collaborate with a team to interpret data and decide on changes to programming.  **Purpose:**  The purpose of this paper is to outline key features of a functional behavior assessment as well as the benefits and drawbacks of a team approach to conducting an FBA. | * A team approach allows for a variety of perspectives regarding the challenging behavior and the child. * Challenges to the team approach include: communication problems, time, organizing schedules, and team members may feel they are being scrutinized for how they handle the behavior. * A team approach allows for better buy-in when designing the intervention for the behavior. When all members can collaborate they are more likely to follow through with the plan. |