**Literature Review Table, Domain 7**

## 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 |
| --- | --- | --- |
| Currenti, S. A. (2009). Understanding and determining the etiology of autism. *Cellular and Molecular Neurobiology, 30*, 161-171. | **Competency: 7.1 Demonstrate knowledge of current etiology and practice-based research specific to ASD.**It is important to understand current research on the causes and best practices for ASD.**Purpose:**This study aims to identify some of the causes of autism and to understand how the genetic and environmental factors interact. | * Genetic analyses have shown that a mutation of mecp2 (a protein) is directly associated with autism, Rhett’s, and other similar diseases.
* Maternal infections and the development of the immune system in the womb may be risk factors for the cause of autism.
* There is a hypothesis that an increase in intake of folic acid supplements may be linked to the increase in autism prevalence rates.
* Exposure to heavy metals (mainly mercury) is a possible causative factor of autism.
* The link between environmental and genetic factors both contribute to the causation of autism.
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| Risch, N., Spiker, D., Lotspeich, L., Nouri, N., Hinds, D., Hallmayer, J., Kalaydjieva, L., McCague, P., Dimiceli, S., Pitts, T., Nguyen, L., Yang, J., Harper, C., Thorpe, D., Vermeer, S., Young, H., Hebert, J., Lin, A., Ferguson, J., … Myers, R. M. (1999). A genomic screen of autism: Evidence for a multilocus etiology. *American Journal of Human Genetics, 65,* 483-507. | **Competency: 7.1 Demonstrate knowledge of current etiology and practice-based research specific to ASD.**It is important to understand that multiple factors contribute to the cause of autism.**Purpose:**This report conducted the largest genome screen in autism at its date. | * Patterns in the markers tests suggest that multiple genes impact the occurrence of autism.
* The results of this study exclude models where as few as 3 and as few as 10 loci of markers contributing to autism.
* The study identified several specific markers as the most significantly occurring (chromosome 1p and marker D1S1631).
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| Schultz, T. R., Schmidt, C. T., & Stichter, J. P. (2011) A review of parent education programs for parents of children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 26*(2), 96-104. | **Competency: 7.2 Interpret and relay research findings in layperson terms or jargon-free language.**It is important to be able to present current research to parents and other stakeholders in a way that they can understand it.**Purpose:**This review analyzes the research on parent education for parents of children with ASD since 1987 focusing on how we teach parents, how they are connected to the child’s intervention, how programs are evaluated, and the outcomes from these parent education programs. | * Most parent education programs target either behavioral or communicative techniques.
* Most parent education programs use a one on one approach to teaching the technique.
* There is a lack of standards for what parent education looks like and how it is evaluated.
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| Parish, S., Thomas, K., Rose, R., Kilany, M., & McConville, R. (2012) State insurance parity legislation for autism services and family financial burden. *Intellectual and Developmental Disabilities, 50*(3), 190-198. | **Competency: 7.3 Remain informed of current research, legislation, and debate concerning ASD.**It is important to be informed about current legislation about ASD.**Purpose:**This study examines the financial burden of families of children with autism living in states that passed legislation mandating insurance coverage of autism services compared to those in other states. | * Families in states with legislative mandates had smaller financial burdens.
* 55% of families with out-of-pocket costs had a financial burden more than $500.
* There was a wide range in what families paid from state to state. Massachusetts had the highest out of pocket costs for families.
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| Bouder, J. N., Spielman, S., & Mandell, D. S. (2009). Brief report: Quantifying the impact of autism coverage on private insurance premiums. *Journal of Autism and Developmental Disorders, 39,* 953-957. | **Competency: 7.3 Remain informed of current research, legislation, and debate concerning ASD.**It is important to understand current issues faced by families of individuals with autism.**Purpose:**This report uses an equation to estimate the effect of legislative mandates on insurance premiums. | * The estimated increase in insurance premiums was between 0.19% and 2.31%.
* Even dramatic increases in the treated prevalence of ASD results in only small increases in insurance premiums.
* The estimated annual expenditure for a family with a child with autism is $10,000 for autism services.
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