Data Collection
This literature search resulted in a total of five articles that aligned with the aforementioned selection criteria. These articles each examined the effectiveness of script-fading via a single-subject, multiple baseline research design.

Data Analysis
The five articles were critically appraised using 14 evaluative questions (Logan, Hickman, Harris & Heriza, 2008) to assess quality and validity, and Dollaghan's Critical Appraisal of Treatment Evidence (2007) was also used to rate the level of evidence in each study. According to Dollaghan (2007), studies can be ranked by three descriptors. Studies ranked as "compelling" provide incontrovertible evidence. Studies ranked as "suggestive" are considered evidence that is open to debate. Finally, studies ranked as "equivocal" are evidence in which unbiased experts make opposite conclusions.

Results

Single-subject designs take individual differences of each participant into account. This type of design is therefore appropriate for testing a population where each participant has a different level of severity of autism. In addition, the use of a multiple baseline design added to each study's internal validity, by decreasing the opportunity for other explanations to account for the observed changes, since the start of treatment is staggered across individuals.

Krantz and McClannahan (1993) introduced the idea of "script-fading" to promote appropriate verbal interactions in children with ASD. This study analyzed the effectiveness of written scripts and a 5-step script-fading procedure to produce peer initiations. The participants were well described, and consisted of 4 children (ages 9-12) who were

conversation in a natural setting, as items with embedded texts may not be available at all times. Further researchers may want to address these limitations.

Furthermore, some caution is warranted to SLPs when planning specific types of script-fading therapy, due to the aforementioned limitations of certain studies, including:

a) more evidence is needed to determine if SLPs can teach parents to effectively create, implement, and fade scripts successfully at home, to teach their child with ASD to appropriately initiate verbally;

b) more evidence is needed for SLPs to use scripts with embedded texts.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*