

**Critical Review:**  
**Effectiveness of parent-directed language intervention for preschool children with autism spectrum disorder**

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This review examines the published evidence examining the effectiveness of parent-directed language interventions for global language outcomes in preschool children with ASD. Although there is increasing evidence supporting the use of parents as interventionists when working with young children with ASD, a recent Cochrane review by Oono et al. (2013) found parent-directed interventions to be less effective than other forms of interventions or “business as usual” and waitlist control groups. The purpose of the present study was to re-examine the issue of parental intervention in light of more recent research. An updated review found nine randomized controlled trials looking at global language outcomes in preschool children with ASD.



**Dawson et al. (2010)** conducted a study to investigate the impact of the Early Start Denver Model (ESDM) intervention on adaptive behaviour, autism diagnosis and language outcomes in preschool children with ASD. Although the primary focus of the ESDM intervention program was child behaviour, there was a language component to the intervention, thus allowing the study to



sessions for one year. Video-recording, modeling, coaching and written feedback were provided throughout the sessions.

Effective randomization, a large sample size, appropriate inclusion criteria, high treatment fidelity, blinding of assessors and high inter-rater reliability



