



Multiple baseline designs involve measuring data for

Overall, this study provides compelling evidence that paraprofessional facilitation of a peer intervention



Multiple probe designs, which are a variation of multiple baseline designs, involve intermittent measures or “probes” during baseline rather than a continuous collection of data. In addition to participants serving as their own controls, a multiple probe design is appropriate for this research because it is less time consuming, thus accounting for the time constraints of the school year. Limitations include small sample sizes and potential experimenter bias.

**Therrien (2016)** assessed the efficacy of a peer interaction intervention for improving social communication in five preschool males with a diagnosis or characteristics of ASD. All children with ASD used low-technology AAC devices at school only. The iPad AAC devices used in this study were programmed with visual scene displays (VSDs) for each page of four selected storybooks. The children tor (ooerte-51 sp

were requests made with the SGD. Larger effects on communication were noted for the peers.

Strengths of this study include a naturalistic procedure, detailed participant and peer inclusion criteria, operationally defined variables, appropriate visual analyses and calculation of effect size, and strong interobserver reliability and procedural fidelity.

outcomes in intervention. Strategies that were naturalistic, flexible, and relevant in a variety of conditions we

alone, (d) no intervention on social communication in children with autism

Larger sample sizes

Further investigation into generalization and maintenance of intervention effects

A clear outline of the peer training and intervention intensity

Baseline measures across the studies consistently demonstrated that peer interaction is unlikely to occur on a regular basis without intervention. This was in part due to the social communication deficits of the children with ASD. TD peers rarely recognized the potentially communicative behaviours of the children with ASD nor did they provide meaningful responses prior to receiving training (Trembath et al., 2009). Peer mediated training of AAC systems has shown to be a time efficient intervention protocol that is easy to incorporate into a variety of preschool and elementary