

Results of the literature search yielded 6 articles congruent with the selection criteria mentioned above. Study designs included one randomized controlled trial and five single subject designs.

Results

Single-Subject designs

Single-subject designs are designs in which the subject's behaviour is measured during a baseli

four of the participants showed improvements in definitional knowledge. Results also revealed effective maintenance of vocabulary one week post intervention.

Due to time limitations, long-term maintenance and generalization were not measured. Also due to cancellations, intervention was sporadic for some participants. Another weakness is that the procedure to define the vocabulary items received no expert review as it was developed by one of the authors of this study.

The level of evidence offered by this study is suggestive that both paperback and technology enhanced dialogic reading interventions improve vocabulary acquisition in preschoolers.

K. et al examined the effects of a shared reading intervention on narrative story comprehension in children with ASD. Following a single-subject multiple baseline across participants design, three students ages 6-8 were given individual treatment three times a week until criteria was reached. Comprehension was measured after each session by asking participants to answer ten multiple choice questions based on the narrative content of that session. The maintenance phase occurred three weeks post-intervention and was completed when participants achieved a stable or increasing trend in comprehension.

The selection criteria of the participants were adequate for the design, and the researchers provided descriptive individual information on all participants. All participants were able to verbally communicate with others and had decoding skills, so the effects of this study may not be generalized to all severity types of ASD.

The treatment setting took place in an autism clinic, and treatment was administered by a graduate student. It is possible that the lack of a natural setting may have impacted the testing results. For the intervention materials, researchers decided to use only 1 book, in order to control for difficulty level and increase experimental control. The storybook was chosen based on a variety of criteria, including grade level, pictures, format, and story setting, which were appropriate for the methods and outcome measures.

The researchers completed appropriate visual and statistical analyses. Results of these analyses revealed significant improvements in narrative comprehension for all participants, as well as maintenance of improvements over time. Social validity of the intervention was also evaluated through the use of questionnaires provided to the participants and their behaviour therapists. Results

revealed that this intervention method was enjoyable and beneficial.

A weakness of this study is its small sample size. As well, the study lacked measures of the participants' cognitive and language abilities through standardized assessments. This information would have helped to generalize the data to those with similar characteristics.

Overall, the level of evidence offered by this study is suggestive that shared reading intervention is effective in improving narrative story comprehension in children with ASD.

A study conducted by **Mucc et al** examined the effectiveness of a teacher-led adapted shared reading intervention on story comprehension in minimally-verbal children with ASD, when compared to baseline reading. The researcher used a multiple baseline across participants with alternating treatment design. Participants included four students with ASD, ages 6-8, and three teachers with special education teaching credentials. Students received 6-8 individual intervention sessions. Adapted shared reading included the use of props, visuals, and prompts, using 3 different books in alternating order. Comprehension was measured through six questions during the story reading. Students responded to questions by verbalizing, pointing, or removing a symbol/word from a response board and giving it to the teacher.

The author's use of appropriate screening and standardized measures for the participants provided adequate descriptive profiles of the students. As well, the use of a classroom setting and teacher-led intervention provided a more natural testing environment. The researcher established an appropriate baseline, and intervention was initiated with successive students at least three sessions apart. Although the majority of the treatment proceedings were outlined clearly, some aspects were missing, such as the length of intervention sessions and duration/intensity of the treatment period.

Appropriate visual and statistical analyses were conducted in this study. Results of these analyses revealed that all students had better story comprehension in intervention compared to baseline. Further, teacher feedback revealed that this intervention is easy to implement and meaningful for their students.

Overall, the level of evidence of this study is suggestive. It lends support for the use of shared reading interventions for minimally verbal students with ASD.

a on et al evaluated the use of an adapted shared reading intervention called RECALL

an effective intervention for improving vocabulary

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