

TABLE 1
Evaluation of Interventions and Treatments for Learners With Autism Spectrum Disorders

Intervention and Treatment Categories					
Classification	Interpersonal relationship	Skill-based	Cognitive	Physiological/ biological/ neurological	Other
Scientifically based practice		<ul style="list-style-type: none"> • Applied behavior analysis (Hagopian, Crockett, van Stone, DeLeon, & Bowman, 2000) • Discrete trial teaching (Committee on Educational Interventions for Children with Autism, 2001) • Pivotal response training (Hupp & Reitman, 2000) 	<ul style="list-style-type: none"> • <i>Learning Experiences: An Alternative Program for Preschoolers and Parents</i> (Strain & Hoyson, 2000) 		
Promising practice	<ul style="list-style-type: none"> • Play-oriented strategies 	<ul style="list-style-type: none"> • <i>Picture Exchange Communication System</i> (Pyramid Educational Consultants, 2005) • Incidental teaching (Charlop-Christy & Carpenter, 2000) • Structured teaching (e.g., TEACCH; Paneral, Ferrante, Caputo, & Impelizzeri, 1998) • Augmentative alternative communication (Ogletree, 1998) • Assistive technology (Tjus, Hinmann, & Nelson, 2001) • Joint action routines (Prizant, Wetherby & Rydell, 2000) 	<ul style="list-style-type: none"> • Cognitive behavioral modification (Zirpoli, 2005) • Cognitive learning strategies (Bock, 1999) • Social stories (Rogers & Myles, 2001) • Social decision-making strategies (Myles & Simpson, 2003) 	<ul style="list-style-type: none"> • Sensory integration (Case-Smith & Bryant, 1999) 	
Limited supporting information for practice	<ul style="list-style-type: none"> • Gentle teaching (Fox, Dunkop, & Buschbaker, 2000) • Option method (e.g., Son-Rise program; Option Institute and Fellowship, 2004) • Floor time (Green-span & Wieder, 2000) • Pet/animal therapy (McKinney, Dustin, & Wolff, 2001) • Relationship development intervention (Gustein & Sheely, 2002) 	<ul style="list-style-type: none"> • Van Dijk curricular approach (MacFarland, 2001) • Fast ForWord (Gillam, Loeb, & Friel-Patti, 2001) 	<ul style="list-style-type: none"> • Cognitive scripts (Krantz & McClannahan, 1998) • Cartooning (Rogers & Myles, 2001) • Power cards (Gagnon, 2001) 	<ul style="list-style-type: none"> • Scotopic sensitivity syndrome: Irlen lenses (Griffin, Christenson, Wesson, & Erickson, 1997) • Auditory integration training (Mudford et al., 2000) • Megavitamin therapy (Adams & McGinnis, 2001) • Feingold diet (Tsai, 1998) • Herb, mineral, and other supplements (Tolbert, Haigler, Wairs, & Dennis, 1993) 	<ul style="list-style-type: none"> • Music therapy (Brownwell, 2002) • Art therapy (Kornreich & Schimmel, 1991)
Not recommended	<ul style="list-style-type: none"> • Holding therapy (Waterhouse, 2000) 	<ul style="list-style-type: none"> • Facilitated communication (Perry, Bryson, & Bebko, 1998) 			

Note. Adapted from Simpson, R., de Boer-Ott, S., Griswold, D., Myles, B., Byrd, S., Ganz, J., et al. (2005). *Autism spectrum disorders: Interventions and treatments for children and youth*. Thousand Oaks, CA: Corwin Press. Used with permission of Corwin Press.