## Autism Intervention- OT and PT- Examples

<table>
<thead>
<tr>
<th>Author/ Year</th>
<th>Research</th>
<th>Results/Recommendations</th>
</tr>
</thead>
</table>
| Buggey et al 2011  | 4 preschool children with ASD | **Video self-modeling (VSM)** allow individuals the opportunity to view themselves performing a task just beyond their present functioning level via creative software editing  
In 2/4 children: facilitated their social initiations during playground time. |
| Gattino cet al 2011| RCT with 24 boys | **Music therapy** results of the effects on communication skills of ASD children are inconclusive |
| Giallo et al 2013  | 50 moms of children with an ASD aged 2-5 | **Maternal Fatigue** Compared with moms of typically developing children, moms of children with an ASD reported significantly higher fatigue, with overall scores in the moderate range.  
- Factors associated with high levels of fatigue: poor maternal sleep quality, a high need for social support and poor quality of physical activity.  
- Fatigue was significantly related to other aspects of wellbeing, including stress, anxiety and depression, and lower parenting efficacy and satisfaction.  
*Need for interventions to specifically target parental fatigue and its impact on families affected by ASDs |
| Gutman et al 2012  | 7 adolescents with high-functioning autism, three 3-mo phases occurring over 12 mo -1 hr sessions as an after-school social skills program | **Motor-based role-play intervention on the social skills: at after-school social skills program**  
participants improved in targeted social skill use |
| Gutman et al 2012 | 2 adolescents with high-functioning autism  
Four 1-hour sessions over 4 weeks; baseline and 3-month post | Motor-based role-play intervention using a canine animal assistant:  
Both teens- statistically significant increase Social Interaction, only 1 maintained it at 3 mo post |
|---|---|---|
| Kinnealey et al 2012 | 4 male students, ages 13-20  
2-wk baseline and two intervention phases: 2 wk after sound-absorbing wall installation | Classroom modification on attention and engagement: installation of sound-absorbing walls and halogen lighting  
Increased frequency and stability of attending and engagement and improved classroom performance, comfort, and mood |
| Kushki et al | Review of handwriting difficulties in children with ASD | Reasons: impairments in fine motor control and visual-motor integration are likely contributors  
Diminished overall legibility and compromised letter formation found among existing studies of handwriting quality in children with ASD |
| May-Benson et al 2010 | SR- 27 studies | Effectiveness of Interventions Using a Sensory Integrative Approach:  
-Positive outcomes in: sensorimotor skills and motor planning; socialization, attention, and behavioral regulation; reading-related skills; participation in active play; and achievement of individualized goals.  
-Gross motor skills, self-esteem, and reading gains may be sustained from 3 mo to 2 yr. |
| Nicholson et al 2011 | Four elementary-school children diagnosed with ASD | Physical activity on the academic engagement of children with ASD:  
The results indicated large effect sizes for academic engaged time for all four students.  
Suggestion: physical activity in the form of |
<table>
<thead>
<tr>
<th>Study</th>
<th>Intervention</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oriel et al 2011</td>
<td>4 classrooms of young children-15 minutes of running/jogging followed by a</td>
<td>Aerobic exercise on academic engagement in young children with autism spectrum disorder:</td>
</tr>
<tr>
<td></td>
<td>classroom task. -control condition: a classroom task not preceded by exercise</td>
<td>Statistically significant improvements were found in correct responding following exercise</td>
</tr>
</tbody>
</table>