

Table 1. Summary of articles included in review

Article	Study Design	Target Treatment	Comparison Treatment Or Condition	Participant Characteristics	Outcome Measures	Results	Effect Size
Jurgens, Anderson, & Moore (2009)	SSRD <i>N</i> = 1	PECS*	Baseline	Child 3:7 diagnosed with ASD	PECS requests, verbal requests	Verbal requests increased from baseline of 0 to 2.6 PECS requests were variable, started at baseline of 0 and remained at 0	PND = 5%  PND = 0%
Lerna , Esposito, Conson, Russo, & Massagli (2012).	Semi-RCT (children assigned to intervention based on location) <i>N</i> = 18	PECS	Conventional language therapy	Children 18–60 months diagnosed with ASD, fewer than 5 words in expressive vocabulary	Requests. initiations	PECS demonstrated significantly more request and initiations	Requests $\eta_p = .23$ Initiations $\eta_p = .32$
Park, Alber-Morgan, & Cannella-Malone (2011)	SSRD <i>N</i> = 3	PECS	Baseline	Children 2:5–2:7 diagnosed with ASD or PDD-NOS	Independent picture exchanges, vocalizations	Large increase in independent picture exchanges. One child increased vocalizations to two words	Children 1 and 3 PND = 100% Child 2 PND = 85%
Yoder & Stone (2006)	RCT <i>N</i> = 36	PECS	Responsive Education and Prelinguistic Milieu Training	Children 18–60 mos. diagnosed with ASD or PDD-NOS, less than 10 words in expressive vocabulary	Requesting	PECS group did not demonstrate significant increases in requesting during the ESCS	Could not be calculated
Coolican, Smith, & Bryson (2010)	SSD <i>N</i> = 8	PRT*	Baseline	Children 2:4–4:8 diagnosed with ASD or PDD-NOS	Functional verbal utterances	Significant increase in functional verbal utterances after training	$d = 1$
Nefdt, Koegel, Singer, & Gerber (2010)	RCT <i>N</i> = 27	PRT	Wait-list control	Children < 60 mos. diagnosed with ASD, less than 20 functional words	Functional verbal utterances	Treatment group demonstrated significantly more functional verbal utterances than the control group	$d = .95$
Vernon, Keogel, Dauterman, & Stolen (2012)	SSRD <i>N</i> = 3	PRT–non social consequence	Baseline	Children 2:4–4:3 diagnosed with ASD	Verbal initiations	Large effect sizes reported for each child when initiations pre- and post-intervention were compared	$d > 1$

Note. ESCS = *Early Social Communication Scale*, PECS\* = *Picture Exchange Communication System*\*, PND = *Percentage of Non-Overlapping Data*, PRT\* = *Pivotal Response Treatment*\*, RCT = *Randomized Control Trial*, SSRD = *Single-Subject Research Design*