Table 1. Summary of articles included in review

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

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