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The Efficacy of Joint Attention Interventions on Play Skills in Children with Autism Spectrum Disorder: A Systematic Review

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The Efficacy of Joint Attention Interventions on Play Skills in Children with ASD: A Systematic Review
Esselstyn, F. B., Hall, E. R., & Winkel, A. E.

Selected References

Table 1: Study Descriptions and Outcome Results of Joint Attention Interventions on Play

<table>
<thead>
<tr>
<th>Study</th>
<th>Design Type</th>
<th>Quality Level</th>
<th>Type of JA Intervention</th>
<th>Comparison Group</th>
<th>Positive Change in Play Skills</th>
<th>No Change in Play Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chang et al. (2016)</td>
<td>3 (RCT &lt;100)</td>
<td>7/10 High</td>
<td>JASPER</td>
<td>Waitlist Group</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>Goods et al. (2013)</td>
<td>3 (RCT &lt;100)</td>
<td>6/10, Moderate</td>
<td>JASPER</td>
<td>ABA-based intervention</td>
<td>Play type (type not specified)</td>
<td></td>
</tr>
<tr>
<td>Kasari et al. (2001)</td>
<td>7 (Single subject, pretest-posttest)</td>
<td>4/7 Moderate</td>
<td>JA Intervention</td>
<td>Compared to self at pre- &amp; post-test levels</td>
<td>S, F</td>
<td></td>
</tr>
<tr>
<td>Kasari et al. (2006)</td>
<td>3 (RCT &lt;100)</td>
<td>7/10 High</td>
<td>JA Intervention</td>
<td>SP Intervention and Waitlist Group</td>
<td>S, F</td>
<td></td>
</tr>
<tr>
<td>Kasari et al. (2008)</td>
<td>3 (RCT &lt;100)</td>
<td>8/10 High</td>
<td>JA Intervention</td>
<td>SP Intervention and Waitlist Group</td>
<td>S, F</td>
<td></td>
</tr>
<tr>
<td>Kasari et al. (2010)</td>
<td>3 (RCT &lt;100)</td>
<td>8/10 High</td>
<td>JA Intervention</td>
<td>Waitlist Group</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>Kasari et al. (2014)</td>
<td>3 (RCT &lt;100)</td>
<td>7/10 High</td>
<td>Caregiver-Mediated Module (JASPER)</td>
<td>Caregiver Education Module (JASPER)</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Kasari et al. (2015)</td>
<td>3 (RCT &lt;100)</td>
<td>8/10 High</td>
<td>Caregiver-Mediated (JASPER)</td>
<td>PEI</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>Shire et al. (2017)</td>
<td>2 (RCT &gt;100)</td>
<td>9/10 High</td>
<td>JASPER</td>
<td>Waitlist Group</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>Whalen et al. (2006)</td>
<td>7 (Single subject, multiple baseline)</td>
<td>4/8 Moderate</td>
<td>JA Intervention</td>
<td>Compared to each other at pre- and post-treatment</td>
<td>S, F</td>
<td></td>
</tr>
<tr>
<td>Wong (2013)</td>
<td>3 (RCT &lt;100)</td>
<td>9/10 High</td>
<td>SP-JA and JA-SP</td>
<td>S, F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: RCT = Randomized Clinical Trial; JA = Joint Attention Intervention; SP = Symbolic Play Intervention; JASPER = Joint Attention, Symbolic Play, Engagement, and Collaboration; PEI = Psychoeducational Intervention; S = symbolic play skills; F = functional play skills

Conclusions
- Small sample size and duration of research intervention
- Selection Bias
- Lack of consistency with mediators, targeted skills, and environments across intervention approaches
- Inability to determine the causality of the increase in play skills

Recommendations
- Future research should aim to:
  - Incorporate larger sample sizes from a geographically diverse population
  - Standardize joint attention interventions in terms of duration, frequency, and administration
  - Further understand the collateral effects of joint attention interventions on foundational social communication skills
- Future systematic reviews should aim to review one single type of joint attention intervention