

Critical Appraisal Form

Date: November 19 2018

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Article: Gillam et. al (2015). Narrative Intervention for Children With Autism Spectrum Disorder. Journal of Speech, Language, and Hearing Research. 58, 920-933

Participants: 5 verbal, monolingual, English speaking children diagnosed with ASD. 2 girls, 3 boys, aged 8-12.

Control or Comparison Group/s: n/a

Methods: Multiple baseline across participants design. Intervention consisted of 2 X 50 min individual sessions per week for a total of 21-33 sessions per child. Graduate SLP students provided intervention. Baseline data was obtained over 3 sessions, and children received individualized intervention based on specific areas of need. Data collected over 6-month period. Cues/visuals reduced over time. Three phases 1: Teaching Story elements; 2: Connecting and Elaborating Stories (adding microstructure); 3: Creating and editing stories. In phase 3 the participants evaluated their own narratives.

Outcomes: The (MISL) Monitoring Indicators of Scholarly Language was used an outcome measure. Scores included 7 macrostructure items and 6 microstructure items. 'Story Knowledge Index' and 'Perspective Taking Index' also administered. Significant improvement with all 5 participants. Percent improvement over baseline ranged from 46% - 822% - moderately large to extremely large gains maintained 4 weeks after intervention.

Strengths and Limitations of Research: Limitations: History of maturation, History of child, and non-random subject selection; Small sample size, one context involved; No control group (although baseline period was 4 to 12 sessions) Strengths: Description and intervention intensity is detailed enough to be put into clinical practice; similar to a clinical practice timeline

	Compelling	Suggestive	Equivocal/Uncertain
Validity		x	
Clinical importance		x	

Clinical Implications/Discussion:

For school-aged children with verbal ASD, there is preliminary evidence that a 3-phase narrative intervention can result in significant narrative gains. Gains in this study were maintained 4 weeks after intervention discontinued.

Impression is that Story Champs® has good cultural safety for First Nations children.

Narrative tools we use include online and office materials, Story Champs® and the Story Grammar Marker®.

Discussion RE CALD children from overseas who experience different pictures of where they live. Universal narratives include bath time/shower time.

Discussion RE last step in this procedure that had the students rate their own narrative ability on specific measures