

AutismPro's Behavioral Method Integrates the Following Models

Method	Sample Supporting Research
Discrete Trial Training Dr. O. Ivar Lovaas www.lovaas.com	Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. <i>Journal of Consulting and Clinical Psychology, 55</i> , 3-9. McEachin, J. J., Smith, T., & Lovaas, O. I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. <i>American Journal on Mental Retardation, 97</i> (4), 359-372.
Verbal Behavior Training Dr. James W. Partington www.behavioranalysts.com	Partington, J. W., Sundberg, M. L., Newhouse, L., & Spengler, S. (1994). Overcoming an autistic child's failure to acquire a tact repertoire. <i>Journal of Applied Behavior Analysis, 27</i> , 733-734. Osnes, P.G., Guevremont, D.C., & Stokes, T.F. (1987). Increasing a child's prosocial behaviors: Positive and negative consequences in correspondence training. <i>Journal of Behavior Therapy and Experimental Psychiatry, 8</i> , 71-76.
Princeton ABA Model Dr. Patricia J. Krantz & Dr. Lynn E. McClannahan, www.pcdi.org	Gena, A., Krantz, P. J., McClannahan, L. E., Pelios, L., & Poulson, C.L. (1996). Training and generalization of affective behavior displayed by youth with autism. <i>Journal of Applied Behavior Analysis, 29</i> , 291-304. Hall, L. J., McClannahan, L. E., & Krantz, P. J. (1995). Promoting independence in integrated classrooms by teaching aides to use activity schedules and decreased prompts. <i>Education and training in mental retardation and developmental disabilities, 30</i> (3), 208-217.
Rutgers ABA Model http://gsappweb.rutgers.edu/dddc	Weiss, M. J. (2005). Comprehensive ABA Programs: Integrating and evaluating the implementation of varied instructional approaches. <i>Behavior Analyst Today, 6</i> (4), 249-256. Weiss, M. J., & Delmolino, L. (2006). The relationship between early learning rates and treatment outcome for children with autism receiving intensive home-based applied behavior analysis. <i>The Behavior Analyst Today, 7</i> (1), 96-110.

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Pivotal Response Training Dr. Robert L. Koegel & Dr. Laura Schreibman www.psy3.ucsd.edu/~autism	Ingersoll, B., & Schreibman, L. (2006). Teaching reciprocal imitation skills to young children with autism using a naturalistic behavioral approach: Effects on language, pretend play, and joint attention. <i>Journal of Autism and Developmental Disorders</i> , 36(4), 487-505. Whalen, C., Schreibman, L., & Ingersoll, B. (2006). The collateral effects of joint attention training on social initiations, positive affect, imitation, and spontaneous speech for young children with autism. <i>Journal of Autism and Developmental Disorders</i> , 36(5), 655-664.
TEACCH Dr. Eric Schopler www.teacch.com	Ozonoff, S., Catcart, K. (1998). Effectiveness of a home program intervention for young children with autism. <i>Journal of Autism Developmental Disorders</i> , 1998, February 28(1), 25-32. Panerai, S., Ferrante, L., Caputo, V., & Impellizzeri, C. (1998). Use of structured teaching for treatment of children with autism and severe and profound mental retardation. <i>Education and Training in Mental Retardation and Developmental Disabilities</i> , 28, 25-32.
Emory University Incidental Teaching Dr. Gail McGee http://www.psychiatry.emory.edu	McGee, G. G., Morrier, M. J., & Daly, T. (2001). The Walden Early Childhood Programs. In J. S. Handleman & S. L. Harris (Eds.), <i>Preschool education programs for children with autism</i> (2nd ed.) (pp. 157 – 190). Austin, TX: PRO-ED. McGee, G. G., Morrier, M. J., & Daly, T. (1999). An incidental teaching approach to early intervention for toddlers with autism. <i>Journal of the Association for Persons with Severe Handicaps</i> , 24, 133-146.
Hanen Dr. F. Sussman www.hanen.org	Girolametto, L.E., Verbey, M., & Tannock, R. (1994). Improving Joint Engagement in Parent-Child Interaction: An Intervention Study. <i>Journal of Early Intervention</i> , 18(2), 155-167. Girolametto, L.E., Weitzman, E., & Greenberg, J. (2004). The Effects of Verbal Support Strategies on Small-Group Peer Interactions. <i>Language, Speech, and Hearing Services in Schools</i> , 35(3), 254-268.

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<p>Integrated Play Groups Dr. Pamela Wolfberg</p>	<p>Lantz, J.F., Nelson, J.M., & Loftin, R.L. (2004). Guiding children with autism in play: Applying the Integrated Play Group Model in School Settings. <i>Exceptional Children</i>, 37(2), 8-14.</p> <p>Schuler, A.L. & Webster, J. (2001). Increasing joint attention, play and language through peer supported play. <i>Autism: The International Journal of Research and Practice</i>, 5, 374-398.</p>
<p>SCERTS Dr Barry Prizant & Dr. Amy Wetherby</p>	<p>Bricker, D., & Cripe, J.J.W. (1992). <i>An activity-based approach to early intervention</i>. Baltimore: Paul H. Brookes Publishing Co.</p> <p>Hodgdon, L. (1995). <i>Visual strategies for improving communication</i>. Troy, MI: Quirk Roberts Publishing.</p>
<p>Relationship Development Intervention (RDI) Dr. S. Gutstein www.rdiconnect.com</p>	<p>Gutstein, Steve. (2005). Preliminary Evaluation of Relationship Development Intervention. <i>The Journal of Autism and Developmental Disabilities</i>. Accepted for publication.</p> <p>Gutstein, Burgess & Montfort. (2006). Evaluation of the Relationship Development Intervention Program. <i>The Journal Autism</i>. Submitted for review.</p>
<p>Floor Time (DIR) Dr. S. I. Greenspan & Dr. S. Wieder www.floortime.org</p>	<p>Greenspan, S.I. & Wieder, S. (1997). An integrated developmental approach to interventions for young children with severe difficulties in relating and communicating. <i>Zero To Three: National Center for Infants, Toddlers, and Families</i>, 17(5), 5-18.</p> <p>Greenspan, S. I. & Wieder, S. (1997). Developmental patterns and outcomes in infants and children with disorders in relating and communicating: A chart review of 200 cases of children with autistic spectrum diagnoses. <i>Journal of Developmental and Learning Disorders</i>, 1(1), 87–141.</p>