

Heiti á kandidatuppgávu

A critical examination and systematic review of EIBI and TEACCH as interventions for autism spectrum disorder

Abstract

Autism spectrum disorder (ASD) is an increasing prevalent neurodevelopmental disorder that is characterized by impairments in the development of social and communication skills and the presence of repetitive and stereotyped behaviors. In that ASD has a profound effect on the life of both the child with ASD as well as that of his family, the need for effective, evidencebased interventions is increasing. The purpose of the present thesis is to critically examine how the interventions EIBI and TEACCH work for ASD. Furthermore, the purpose is to examine the empirical support for these interventions by way of a systematic review and to determine whether they are equally beneficial as interventions, or whether one is more beneficial than the other. The systematic review found a limited amount of empirical support for EIBI and TEACCH. The systematic review of EIBI suggests that EIBI is potentially beneficial for improving adaptive, language and intellectual functioning in children with ASD between the ages of two and five years old. However, due to the limited number of identified studies—as well as the variable quality of the studies found—caution should be used before EIBI is recommended as an intervention for children with ASD. The systematic review suggests that more research on TEACCH is needed before a conclusion about EIBI's and TEACCH's outcomes can be drawn.