**A SYSTEMATIC REVIEW OF EARLY INTENSIVE BEHAVIOUR INTERVENTION AND DEVELOPMENTAL INTERVENTION TREATMENT OUTCOMES FOR CHILDREN WITH AUTISM SPECTRUM DISORDER**

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**1) Objectives:** The aim of this systematic review is to evaluate and compare the treatment outcomes of early intensive behaviour intervention (EIBI) and developmental intervention for children with autism spectrum disorder (ASD).

**2) Method:** Using the *Preferred Reporting Items for Systematic Reviews and Meta-analyses* (PRISMA) guidelines (Moher, Liberati, Tetzlaff, & Altman, 2009), this systematic literature review compares the treatment outcomes of: early intensive behaviour intervention (EIBI), Early Start Denver Model (ESDM), Relationship Development Intervention (RDI), and Developmental Individual Relationship-Based intervention (DIR or Floortime). Databases searched were: PsycINFO, Education Resources Information Centre (ERIC), Cumulative Index to Nursing and Allied Health Literature (CINAHL), PubMed, and PubMed Central. To be part of the ongoing analysis, studies had to include: a systematic evaluation (i.e., randomized control trial, single-case design, or open trial), children aged 10 or younger with confirmed ASD diagnoses, a primary target to reduce ASD symptoms or increase functional skills, at least 10 hour of intervention per week, direct observation and/or psychometrically sound outcome measures, publication in peer-reviewed English journals.

**3) Results:** Preliminary results indicated there were 4458 records identified through database searching. Further analysis (e.g., following screening, eligibility, and inclusion guidelines) is currently in process. Findings will be discussed.

**4) Discussion/Conclusions:**  There are a variety of interventions available for children with ASD. Empirical support for early intensive behaviour intervention (EIBI) as a treatment of choice for children with ASD is extensive. There is a dearth of research, however comparing the relative outcomes of EIBI to developmental interventions (including those with some behavioral components). This review of treatment outcomes will contribute to the limited research in this area and have important implications for service delivery.

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References

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