



EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Cognitive Behavioral/Instructional Strategies (CBIS) is a focused intervention that meets the evidence-based practice criteria with 16 single case design and 34 group design studies. This practice has been effective for elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Cognitive Behavioral/Instructional Strategies (CBIS) can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, mental health, self-determination, school readiness, and social.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Mental Health	Self-determination	School Readiness	Social
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
15-18	Yes	Yes	Yes		Yes	Yes		Yes	Yes
19-22	Yes	Yes							Yes

ELEMENTARY SCHOOL (6-11 YEARS):

- * Andrews, L., Attwood, T., & Sofronoff, K. (2013). Increasing the appropriate demonstration of affectionate behavior, in children with Asperger syndrome, high functioning autism, and PDD-NOS: A randomized controlled trial. *Research in Autism Spectrum Disorders*, 7(12), 1568-1578.
<https://doi.org/10.1016/j.rasd.2013.09.010>
- Asaro-Saddler, K. (2014). Self-regulated strategy development: Effects on writers with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, 49(1), 78-91.
- Asaro-Saddler, K., & Bak, N. (2012). Teaching children with high-functioning autism spectrum disorders to write persuasive essays. *Topics in Language Disorders*, 32(4), 361-378.
<https://doi.org/10.1097/TLD.0b013e318271813f>
- Asaro-Saddler, K., & Bak, N. (2014). Persuasive writing and self-regulation training for writers with autism spectrum disorders. *The Journal of Special Education*, 48(2), 92-105.
<https://doi.org/10.1177/0022466912474101>
- * Clarke, C., Hill, V., & Charman, T. (2017). School based cognitive behavioural therapy targeting anxiety in children with autistic spectrum disorder: A quasi-experimental randomised controlled trail incorporating a mixed methods approach. *Journal of Autism and Developmental Disorders*, 47(12), 3883-3895. <https://doi.org/10.1007/s10803-016-2801-x>
- * Costescu, C. A., Vanderborght, B., & David, D. O. (2017). Robot-enhanced CBT for dysfunctional emotions in social situations for children with ASD. *Journal of Evidence-Based Psychotherapies*, 17(2), 119-132.
<https://doi.org/10.24193/jebp.2017.2.7>
- Drahota, A., Wood, J. J., Sze, K. M., & Van Dyke, M. (2011). Effects of cognitive behavioral therapy on daily living skills in children with high-functioning autism and concurrent anxiety disorders. *Journal of Autism and Developmental Disorders*, 41(3), 257-265. <https://doi.org/10.1007/s10803-010-1037-4>
- * Freitag, C. M., Jensen, K., Elsuni, L., Sachse, M., Herpertz-Dahlmann, B., Schulte-Ruther, M., Hanig, S., Gontard, A., Poustka, L., Schach-Hansjosten, T., Wenzl, C., Sinzig, J., Taurines, R., Geissler, J., Kieser, M., & Cholemkery, H. (2016). Group-based cognitive behavioural psychotherapy for children and adolescents with ASD: The randomized, multicentre, controlled SOSTA - net trial. *Journal of Child Psychology and Psychiatry*, 57(5), 596-605. <https://doi.org/10.1111/jcpp.12509>
- * Gillam, S. L., Hartzheim, D., Studenka, B., Simonsmeier, V., & Gillam, R. (2015). Narrative intervention for children with autism spectrum disorder (ASD). *Journal of Speech, Language, and Hearing Research*, 58(3), 920-933. https://doi.org/10.1044/2015_jslhr-l-14-0295
- * Gordon, K., Murin, M., Baykaner, O., Roughan, L., Livermore-Hardy, V., Skuse, D., & Mandy, W. (2015). A randomised controlled trial of PEGASUS, a psychoeducational programme for young people with high-functioning autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 56(4), 468-476.
<https://doi.org/10.1111/jcpp.12304>
- Howorth, S., Lopata, C., Thomeer, M., & Rodgers, J. (2016). Effects of the TWA strategy on expository reading comprehension of students with autism. *British Journal of Special Education*, 43(1), 39-59.
<https://doi.org/10.1111/1467-8578.12122>
- Jimenez, B. A., Lo, Y., & Saunders, A. F. (2014). The additive effects of scripted lessons plus guided notes on science quiz scores of students with intellectual disability and autism. *The Journal of Special Education*, 47(4), 231-244. <https://doi.org/10.1177/0022466912437937>
- Kenworthy, L., Anthony, L. G., Naiman, D. Q., Cannon, L., Wills, M. C., Luong-Tran, C., Werner, M. A., Alexander, K. C., Strang, J., Bal, E., Sokoloff, J. L., & Wallace, G. L. (2014). Randomized controlled effectiveness trial of executive function intervention for children on the autism spectrum. *Journal of Child Psychology and Psychiatry*, 55(4), 374-383. <https://doi.org/10.1111/jcpp.12161>
- * Lopata, C., Thomeer, M. L., Lipinski, A. M., Donnelly, J. P., Nelson, A. T., Smith, R. A., Booth, A. J., Rodgers, J. D., & Volker, M. A. (2015). RCT examining the effect of treatment intensity for a psychosocial treatment for high-functioning children with ASD. *Research in Autism Spectrum Disorders*, 17, 52-63.
<https://doi.org/10.1016/j.rasd.2015.06.002>
- * Lopata, C., Thomeer, M. L., Rodgers, J. D., Donnelly, J. P., & McDonald, C. A. (2016). RCT of mind reading as a component of a psychosocial treatment for high-functioning children with ASD. *Research in Autism Spectrum Disorders*, 21, 25-36. <https://doi.org/10.1016/j.rasd.2015.09.003>

- * Luxford, S., Hadwin, J. A., & Kovshoff, H. (2017). Evaluating the effectiveness of a school-based cognitive behavioural therapy intervention for anxiety in adolescents diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(12), 3896-3908. <https://doi.org/10.1007/s10803-016-2857-7>
- * Mackay, B. A., Shochet, I. M., & Orr, J. A. (2017). A pilot randomised controlled trial of a school-based resilience intervention to prevent depressive symptoms for young adolescents with autism spectrum disorder: A mixed methods analysis. *Journal of Autism and Developmental Disorders*, 47(11), 3458-3478. <https://doi.org/10.1007/s10803-017-3263-5>
- * Maximo, J. O., Murdaugh, D. L., O'Kelley, S., & Kana, R. K. (2017). Changes in intrinsic local connectivity after reading intervention in children with autism. *Brain and Language*, 175, 11-17. <https://doi.org/10.1016/j.bandl.2017.08.008>
- * McConachie, H., McLaughlin, E., Grahame, V., Taylor, H., Honey, E., Tavernor, L., Rodgers, J., Freeston, M., Hemm, C., Steen, N., & Le Couteur, A. (2014). Group therapy for anxiety in children with autism spectrum disorder. *Autism*, 18(6), 723-732. <https://doi.org/10.1177/1362361313488839>
- * McNally Keehn, R. H., Lincoln, A. J., Brown, M. Z., & Chavira, D. A. (2013). The Coping Cat program for children with anxiety and autism spectrum disorder: A pilot randomized controlled trial. *Journal of Autism and Developmental Disorders*, 43(1), 57-67. <https://doi.org/10.1007/s10803-012-1541-9>
- Melogno, S., Pinto, M. A., & Di Filippo, G. (2017). Sensory and physico-psychological metaphor comprehension in children with ASD: A preliminary study on the outcomes of a treatment. *Brain Sciences*, 7(7), 1-13. <https://doi.org/10.3390/brainsci7070085>
- * Murdaugh, D. L., Deshpande, H. D., & Kana, R. K. (2016). The impact of reading intervention on brain responses underlying language in children with autism. *Autism Research*, 9(1), 141-154. <https://doi.org/10.1002/aur.1503>
- * Murdaugh, D. L., Maximo, J. O., Cordes, C. E., O'Kelley, S. E., & Kana, R. K. (2017). From word reading to multisentence comprehension: Improvements in brain activity in children with autism after reading intervention. *Neuroimage-Clinical*, 16, 303-312. <https://doi.org/10.1016/j.nicl.2017.08.012>
- * Reaven, J., Blakeley-Smith, A., Culhane-Shelburne, K., & Hepburn, S. (2012). Group cognitive behavior therapy for children with high-functioning autism spectrum disorders and anxiety: A randomized trial. *Journal of Child Psychology and Psychiatry*, 53(4), 410-419.
- Rockwell, S. B., Griffin, C. C., & Jones, H. A. (2011). Schema-based strategy instruction in mathematics and the word problem-solving performance of a student with autism. *Focus on Autism and Other Developmental Disabilities*, 26(2), 87-95. <https://doi.org/10.1177/1088357611405039>
- * Rodgers, Jonathan D., Thomeer, Marcus L., Lopata, Christopher, Volker, Martin A., Lee, Gloria K., McDonald, Christin A., Smith, Rachael A., Biscotto, & Alyssa A. (2015). RCT of a psychosocial treatment for children with high-functioning ASD: Supplemental analyses of treatment effects on facial emotion encoding. *Journal of Developmental and Physical Disabilities*, 27(2), 207-221. <https://doi.org/10.1007/s10882-014-9409-x>
- * Roux, C., Dion, E., Barrette, A., Dup  r  , V., & Fuchs, D. (2015). Efficacy of an intervention to enhance reading comprehension of students with high-functioning autism spectrum disorder. *Remedial and Special Education*, 36(3), 131-142. <https://doi.org/10.1177/0741932514533998>
- Schneider, A. B., Coddling, R. S., & Tryon, G. S. (2013). Comparing and combining accommodation and remediation interventions to improve the written-language performance of children with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities*, 28(2), 101-114. <https://doi.org/10.1177/1088357613475811>
- * Sofronoff, K., Attwood, T., & Hinton, S. (2005). A randomised controlled trial of a CBT intervention for anxiety in children with Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 46(11), 1152-1160. <https://doi.org/10.1111/j.1469-7610.2005.00411.x>
- * Sofronoff, K., Attwood, T., Hinton, S., & Levin, I. (2007). A randomized controlled trial of a cognitive behavioural intervention for anger management in children diagnosed with Asperger syndrome. *Journal of Autism and Developmental Disorders*, 37(7), 1203-1214. <https://doi.org/10.1007/s10803-006-0262-3>
- Soorya, L. V., Siper, P. M., Beck, T., Soffes, S., Halpern, D., Gorenstein, M., Kolevzon, A., Buxbaum, J., & Wang, A. T. (2015). Randomized comparative trial of a social cognitive skills group for children with autism spectrum disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 54(3), 208-216. <https://doi.org/10.1016/j.jaac.2014.12.005>

- Storch, E. A., Arnold, E. B., Lewin, A. B., Nadeau, J. M., Jones, A. M., De Nadai, A. S., Jane Mutch, P., Selles, R. R., Ung, D., & Murphy, T. K. (2013). The effect of cognitive-behavioral therapy versus treatment as usual for anxiety in children with autism spectrum disorders: a randomized, controlled trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52(2), 132-142.e2. <https://doi.org/10.1016/j.jaac.2012.11.007>
- * Storch, E. A., Lewin, A. B., Collier, A. B., Arnold, E., De Nadai, A. S., Dane, B. F., Nadeau, J. M., Mutch, P. J., & Murphy, T. K. (2015). A randomized controlled trial of cognitive-behavioral therapy versus treatment as usual for adolescents with autism spectrum disorders and comorbid anxiety. *Depression and Anxiety*, 32(3), 174-181. <https://doi.org/10.1002/da.22332>
- * Thomeer, M. L., Lopata, C., Donnelly, J. P., Booth, A., Shanahan, A., Federiconi, V., McDonald, C. A., & Rodgers, J. D. (2016). Community effectiveness RCT of a comprehensive psychosocial treatment for high-functioning children with ASD. *Journal of Clinical Child and Adolescent Psychology* 48(S1), S119-130. <https://doi.org/10.1080/15374416.2016.1247359>
- * Turner, H., Remington, A., & Hill, V. (2017). Developing an intervention to improve reading comprehension for children and young people with autism spectrum disorders. *Educational and Child Psychology*, 34(2), 13-26. <https://doi.org/>
- * Vause, T., Neil, N., Jaksic, H., Jackiewicz, G., & Feldman, M. (2017). Preliminary randomized trial of function-based cognitive-behavioral therapy to treat obsessive compulsive behavior in children with autism spectrum disorder. *Focus on Autism Other Developmental Disabilities*, 32(3), 218-228. <https://doi.org/10.1177/1088357615588517>
- * Wood, J. J., Ehrenreich-May, J., Alessandri, M., Fujii, C., Renno, P., Laugeson, E., Piacentini, J. C., De Nadai, A. S., Arnold, E., Lewin, A. B., Murphy, T. K., & Storch, E. A. (2015). Cognitive behavioral therapy for early adolescents with autism spectrum disorders and clinical anxiety: A randomized, controlled trial. *Behavior Therapy*, 46(1), 7-19. <https://doi.org/10.1016/j.beth.2014.01.002>
- Yikmis, Ahmet (2016). Effectiveness of the touch math technique in teaching basic addition to children with autism. *Educational Sciences: Theory and Practice*, 16(3), 1005-1025. <https://doi.org/10.12738/estp.2016.3.2057>

MIDDLE SCHOOL (12-14 YEARS):

- * Andrews, L., Attwood, T., & Sofronoff, K. (2013). Increasing the appropriate demonstration of affectionate behavior, in children with Asperger syndrome, high functioning autism, and PDD-NOS: A randomized controlled trial. *Research in Autism Spectrum Disorders*, 7(12), 1568-1578. <https://doi.org/10.1016/j.rasd.2013.09.010>
- Carnahan, C. R., & Williamson, P. S. (2013). Does compare-contrast text structure help students with autism spectrum disorder comprehend science text? *Exceptional Children*, 79(3), 347-363. <https://doi.org/10.1177/001440291307900302>
- * Chung, U. S., Han, D. H., Shin, Y. J., & Renshaw, P. F. (2016). A prosocial online game for social cognition training in adolescents with high-functioning autism: An fMRI study. *Neuropsychiatric Disease and Treatment*, 12, 651-660. <https://doi.org/10.2147/ndt.s94669>
- * Clarke, C., Hill, V., & Charman, T. (2017). School based cognitive behavioural therapy targeting anxiety in children with autistic spectrum disorder: A quasi-experimental randomised controlled trail incorporating a mixed methods approach. *Journal of Autism and Developmental Disorders*, 47(12), 3883-3895. <https://doi.org/10.1007/s10803-016-2801-x>
- * Costescu, C. A., Vanderborght, B., & David, D. O. (2017). Robot-enhanced CBT for dysfunctional emotions in social situations for children with ASD. *Journal of Evidence-Based Psychotherapies*, 17(2), 119-132. <https://doi.org/10.24193/jebp.2017.2.7>
- Delano, M. E. (2007). Use of strategy instruction to improve the story writing skills of a student with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities*, 22(4), 252-258. <https://doi.org/10.1177/10883576070220040701>
- * Freitag, C.M., Jensen, K., Elsuni, L., Sachse, M., Herpertz-Dahlmann, B., Schulte-Ruther, M., Hanig, S., Gontard, A., Poustka, L., Schad-Hansjosten, T., Wenzl, C., Sinzig, J., Taurines, R., Geissler, J., Kieser, M., & Cholemker, H. (2016). Group-based cognitive behavioural psychotherapy for children and adolescents with ASD: The randomized, multicentre, controlled SOSTA - net trial. *Journal of Child Psychology and Psychiatry*, 57(5), 596-605. <https://doi.org/10.1111/jcpp.12509>

- * Gillam, S. L., Hartzheim, D., Studenka, B., Simonsmeier, V., & Gillam, R. (2015). Narrative intervention for children with autism spectrum disorder (ASD). *Journal of Speech, Language, and Hearing Research*, 58(3), 920-933. https://doi.org/10.1044/2015_jslhr-l-14-0295
- * Gordon, K., Murin, M., Baykaner, O., Roughan, L., Livermore-Hardy, V., Skuse, D., & Mandy, W. (2015). A randomised controlled trial of PEGASUS, a psychoeducational programme for young people with high-functioning autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 56(4), 468-476. <https://doi.org/10.1111/jcpp.12304>
- * Lopata, C., Thomeer, M. L., Lipinski, A. M., Donnelly, J. P., Nelson, A. T., Smith, R. A., Booth, A. J., Rodgers, J. D., & Volker, M. A. (2015). RCT examining the effect of treatment intensity for a psychosocial treatment for high-functioning children with ASD. *Research in Autism Spectrum Disorders*, 17, 52-63. <https://doi.org/10.1016/j.rasd.2015.06.002>
- * Lopata, C., Thomeer, M. L., Rodgers, J. D., Donnelly, J. P., & McDonald, C. A. (2016). RCT of mind reading as a component of a psychosocial treatment for high-functioning children with ASD. *Research in Autism Spectrum Disorders*, 21, 25-36. <https://doi.org/10.1016/j.rasd.2015.09.003>
- * Luxford, S., Hadwin, J. A., & Kovshoff, H. (2017). Evaluating the effectiveness of a school-based cognitive behavioural therapy intervention for anxiety in adolescents diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(12), 3896-3908. <https://doi.org/10.1007/s10803-016-2857-7>
- * Mackay, B. A., Shochet, I. M., & Orr, J. A. (2017). A pilot randomised controlled trial of a school-based resilience intervention to prevent depressive symptoms for young adolescents with autism spectrum disorder: A mixed methods analysis. *Journal of Autism and Developmental Disorders*, 47(11), 3458-3478. <https://doi.org/10.1007/s10803-017-3263-5>
- * Maddox, B. B., Miyazaki, Y., & White, S. W. (2017). Long-term effects of CBT on social impairment in adolescents with ASD. *Journal of Autism and Developmental Disorders*, 47(12), 3872-3882. <https://doi.org/10.1007/s10803-016-2779-4>
- * Maximo, J. O., Murdaugh, D. L., O'Kelley, S., & Kana, R. K. (2017). Changes in intrinsic local connectivity after reading intervention in children with autism. *Brain and Language*, 175, 11-17. <https://doi.org/10.1016/j.bandl.2017.08.008>
- * McConachie, H., McLaughlin, E., Grahame, V., Taylor, H., Honey, E., Tavernor, L., Rodgers, J., Freeston, M., Hemm, C., Steen, N., & Le Couteur, A. (2014). Group therapy for anxiety in children with autism spectrum disorder. *Autism*, 18(6), 723-732. <https://doi.org/10.1177/1362361313488839>
- children with anxiety and autism spectrum disorder: A pilot randomized controlled trial. *Journal of Autism and Developmental Disorders*, 43(1), 57-67. <https://doi.org/10.1007/s10803-012-1541-9>
- * Murdaugh, D. L., Deshpande, H. D., & Kana, R. K. (2016). The impact of reading intervention on brain responses underlying language in children with autism. *Autism Research*, 9(1), 141-154. <https://doi.org/10.1002/aur.1503>
- * Murdaugh, D. L., Maximo, J. O., Cordes, C. E., O'Kelley, S. E., & Kana, R. K. (2017). From word reading to multisentence comprehension: Improvements in brain activity in children with autism after reading intervention. *Neuroimage-Clinical*, 16, 303-312. <https://doi.org/10.1016/j.nicl.2017.08.012>
- * Reaven, J., Blakeley-Smith, A., Culhane-Shelburne, K., & Hepburn, S. (2012). Group cognitive behavior therapy for children with high-functioning autism spectrum disorders and anxiety: A randomized trial. *Journal of Child Psychology and Psychiatry*, 53(4), 410-419
- * Rodgers, Jonathan D., Thomeer, Marcus L., Lopata, Christopher, Volker, Martin A., Lee, Gloria K., McDonald, Christin A., Smith, Rachael A., Biscotto, & Alyssa A. (2015). RCT of a psychosocial treatment for children with high-functioning ASD: Supplemental analyses of treatment effects on facial emotion encoding. *Journal of Developmental and Physical Disabilities*, 27(2), 207-221. <https://doi.org/10.1007/s10882-014-9409-x>
- * Roux, C., Dion, E., Barrette, A., Dupéré, V., & Fuchs, D. (2015). Efficacy of an intervention to enhance reading comprehension of students with high-functioning autism spectrum disorder. *Remedial and Special Education*, 36(3), 131-142. <https://doi.org/10.1177/0741932514533998>
- * Singh, N. N., Lancioni, G. E., Manikam, R., Winton, A. S., Singh, A. N., Singh, J., & Singh, A. D. (2011). A mindfulness-based strategy for self-management of aggressive behavior in adolescents with autism. *Research in Autism Spectrum Disorders*, 5(3), 1153-1158. <https://doi.org/10.1016/j.rasd.2010.12.012>
- * Sofronoff, K., Attwood, T., & Hinton, S. (2005). A randomised controlled trial of a CBT intervention for anxiety in children with Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 46(11), 1152-1160. <https://doi.org/10.1111/j.1469-7610.2005.00411.x>

- * Sofronoff, K., Attwood, T., Hinton, S., & Levin, I. (2007). A randomized controlled trial of a cognitive behavioural intervention for anger management in children diagnosed with Asperger syndrome. *Journal of Autism and Developmental Disorders*, 37(7), 1203-1214. <https://doi.org/10.1007/s10803-006-0262-3>
- * Songlee, D., Miller, S. P., Tincani, M., Sileo, N. M., & Perkins, P. G. (2008). Effects of test-taking strategy instruction on high-functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 23(4), 217-228. <https://doi.org/10.1177/1088357608324714>
- * Storch, E. A., Lewin, A. B., Collier, A. B., Arnold, E., De Nadai, A. S., Dane, B. F., Nadeau, J. M., Mutch, P. J., & Murphy, T. K. (2015). A randomized controlled trial of cognitive-behavioral therapy versus treatment as usual for adolescents with autism spectrum disorders and comorbid anxiety. *Depression and Anxiety*, 32(3), 174-181. <https://doi.org/10.1002/da.22332>
- * Thomeer, M. L., Lopata, C., Donnelly, J. P., Booth, A., Shanahan, A., Federiconi, V., McDonald, C. A., & Rodgers, J. D. (2016). Community effectiveness RCT of a comprehensive psychosocial treatment for high-functioning children with ASD. *Journal of Clinical Child and Adolescent Psychology* 48(S1), S119-130. <https://doi.org/10.1080/15374416.2016.1247359>
- * Turner, H., Remington, A., & Hill, V. (2017). Developing an intervention to improve reading comprehension for children and young people with autism spectrum disorders. *Educational and Child Psychology*, 34(2), 13-26. <https://doi.org/>
- * Vause, T., Neil, N., Jaksic, H., Jackiewicz, G., & Feldman, M. (2017). Preliminary randomized trial of function-based cognitive-behavioral therapy to treat obsessive compulsive behavior in children with autism spectrum disorder. *Focus on Autism Other Developmental Disabilities*, 32(3), 218-228. <https://doi.org/10.1177/1088357615588517>
- * Visser, K., Greaves-Lord, K., Tick, N. T., Verhulst, F. C., Maras, A., & van der Vegt, E. J. M. (2017). A randomized controlled trial to examine the effects of the tackling teenage psychosexual training program for adolescents with autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 58(7), 840-850. <https://doi.org/10.1111/jcpp.12709>
- * White, S. W., Ollendick, T., Albano, A. M., Oswald, D., Johnson, C., Southam-Gerow, M. A., Kim, I., & Scahill, L. (2013). Randomized controlled trial: Multimodal anxiety and social skill intervention for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 43(2), 382-394. <https://doi.org/10.1007/s10803-012-1577-x>
- * Wood, J. J., Ehrenreich-May, J., Alessandri, M., Fujii, C., Renno, P., Laugeson, E., Piacentini, J. C., De Nadai, A. S., Arnold, E., Lewin, A. B., Murphy, T. K., & Storch, E. A. (2015). Cognitive behavioral therapy for early adolescents with autism spectrum disorders and clinical anxiety: A randomized, controlled trial. *Behavior Therapy*, 46(1), 7-19. <https://doi.org/10.1016/j.beth.2014.01.002>

HIGH SCHOOL (15-18 YEARS):

- Carnahan, C. R., Williamson, P., Birri, N., Swoboda, C., & Snyder, K. K. (2016). Increasing comprehension of expository science text for students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 31(3), 208-220. <https://doi.org/10.1177/1088357615610539>
- * Chung, U. S., Han, D. H., Shin, Y. J., & Renshaw, P. F. (2016). A prosocial online game for social cognition training in adolescents with high-functioning autism: An fMRI study. *Neuropsychiatric Disease and Treatment*, 12, 651-660. <https://doi.org/10.2147/ndt.s94669>
- * Freitag, C.M., Jensen, K., Elsuni, L., Sachse, M., Herpertz-Dahlmann, B., Schulte-Ruther, M., Hanig, S., Gontard, A., Poustka, L., Schad-Hansjosten, T., Wenzl, C., Sinzig, J., Taurines, R., Geissler, J., Kieser, M., & Cholemkery, H. (2016). Group-based cognitive behavioural psychotherapy for children and adolescents with ASD: The randomized, multicentre, controlled SOSTA - net trial. *Journal of Child Psychology and Psychiatry*, 57(5), 596-605. <https://doi.org/10.1111/jcpp.12509>
- * Hua, Y., Morgan, B.S.T., Kaldenberg, E.R., & Goo, M. (2012). Cognitive strategy instruction for functional mathematical skill: Effects for young adults with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 47(3), 345-358.
- * Jackson, L. G., Duffy, M. L., Brady, M. P., & McCormick, J. (2017). Effects of learning strategy training on the writing performance of college students with Asperger's syndrome. *Journal of Autism and Developmental Disorders*, 48(3), 708-721. <https://doi.org/10.1007/s10803-017-3170-9>

- * Luxford, S., Hadwin, J. A., & Kovshoff, H. (2017). Evaluating the effectiveness of a school-based cognitive behavioural therapy intervention for anxiety in adolescents diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(12), 3896-3908. <https://doi.org/10.1007/s10803-016-2857-7>
- * Maddox, B. B., Miyazaki, Y., & White, S. W. (2017). Long-term effects of CBT on social impairment in adolescents with ASD. *Journal of Autism and Developmental Disorders*, 47(12), 3872-3882. <https://doi.org/10.1007/s10803-016-2779-4>
- * Singh, N. N., Lancioni, G. E., Manikam, R., Winton, A. S., Singh, A. N., Singh, J., & Singh, A. D. (2011). A mindfulness-based strategy for self-management of aggressive behavior in adolescents with autism. *Research in Autism Spectrum Disorders*, 5(3), 1153-1158. <https://doi.org/10.1016/j.rasd.2010.12.012>
- * Songlee, D., Miller, S. P., Tincani, M., Sileo, N. M., & Perkins, P. G. (2008). Effects of test-taking strategy instruction on high-functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 23(4), 217-228. <https://doi.org/10.1177/1088357608324714>
- * Storch, E. A., Lewin, A. B., Collier, A. B., Arnold, E., De Nadai, A. S., Dane, B. F., Nadeau, J. M., Mutch, P. J., & Murphy, T. K. (2015). A randomized controlled trial of cognitive-behavioral therapy versus treatment as usual for adolescents with autism spectrum disorders and comorbid anxiety. *Depression and Anxiety*, 32(3), 174-181. <https://doi.org/10.1002/da.22332>
- * Turner, H., Remington, A., & Hill, V. (2017). Developing an intervention to improve reading comprehension for children and young people with autism spectrum disorders. *Educational and Child Psychology*, 34(2), 13-26. <https://doi.org/>
- * Visser, K., Greaves-Lord, K., Tick, N. T., Verhulst, F. C., Maras, A., & van der Vegt, E. J. M. (2017). A randomized controlled trial to examine the effects of the tackling teenage psychosexual training program for adolescents with autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 58(7), 840-850. <https://doi.org/10.1111/jcpp.12709>
- * White, S. W., Ollendick, T., Albano, A. M., Oswald, D., Johnson, C., Southam-Gerow, M. A., Kim, I., & Scahill, L. (2013). Randomized controlled trial: Multimodal anxiety and social skill intervention for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 43(2), 382-394. <https://doi.org/10.1007/s10803-012-1577-x>
- * Wood, J. J., Ehrenreich-May, J., Alessandri, M., Fujii, C., Renno, P., Laugeson, E., Piacentini, J. C., De Nadai, A. S., Arnold, E., Lewin, A. B., Murphy, T. K., & Storch, E. A. (2015). Cognitive behavioral therapy for early adolescents with autism spectrum disorders and clinical anxiety: A randomized, controlled trial. *Behavior Therapy*, 46(1), 7-19. <https://doi.org/10.1016/j.beth.2014.01.002>

YOUNG ADULT (19-22 YEARS):

- * Freitag, C.M., Jensen, K., Elsuni, L., Sachse, M., Herpertz-Dahlmann, B., Schulte-Ruther, M., Hanig, S., Gontard, A., Poustka, L., Schad-Hansjosten, T., Wenzl, C., Sinzig, J., Taurines, R., Geissler, J., Kieser, M., & Cholemker, H. (2016). Group-based cognitive behavioural psychotherapy for children and adolescents with ASD: The randomized, multicentre, controlled SOSTA - net trial. *Journal of Child Psychology and Psychiatry*, 57(5), 596-605. <https://doi.org/10.1111/jcpp.12509>
- Hua, Y., Hendrickson, J. M., Therrien, W. J., Woods-Groves, S., Ries, P. S., & Shaw, J. J. (2012). Effects of combined reading and question generation on reading fluency and comprehension of three young adults with autism and intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 27(3), 135-146. <https://doi.org/10.1177/1088357612448421>
- * Hua, Y., Morgan, B.S.T., Kaldenberg, E.R., & Goo, M. (2012). Cognitive strategy instruction for functional mathematical skill: Effects for young adults with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 47(3), 345-358.
- * Jackson, L. G., Duffy, M. L., Brady, M. P., & McCormick, J. (2017). Effects of learning strategy training on the writing performance of college students with Asperger's syndrome. *Journal of Autism and Developmental Disorders*, 48(3), 708-721. <https://doi.org/10.1007/s10803-017-3170-9>

Notes: * denotes the study has participants in at least two age ranges
Bold denotes new studies since 2011 (2012 till 2017)

COGNITIVE BEHAVIORAL/INSTRUCTIONAL STRATEGIES

RESTRUCTURING THE THOUGHT PROCESS:

- **Cognitive Restructuring:** Encourages better decisions, solutions, and coping by replacing negative thoughts with positive, realistic ones.
- **Thought Stopping:** Helps stop intrusive thoughts to make clearer decisions, solve problems effectively, and handle stress quickly.

AFFECT RECOGNITION:

- **Coping Strategies:** Teach methods for managing stress, emotions, or difficult situations in a healthy way.
- **Gradual Exposure:** Gradually exposes learners to feared or challenging situations in a controlled way to reduce anxiety and build confidence.
- **Relaxation Techniques:** Supports clear decisions, logical problem-solving, and calm coping by reducing stress and anxiety.
- **Self-Management:** Improves decision-making, problem-solving, and coping by identifying patterns in emotions and behavior and rewarding themselves for positive behaviors.

COGNITIVE & BEHAVIORAL SKILLS:

- **Behavioral Rehearsal/Role Play:** Prepares learners for real situations by practicing decisions, problem-solving, and coping techniques.
- **Compensatory Strategies:** Teach alternative methods or tools to work around difficulties and maximize strengths.
- **Problem-Solving Skills Training:** Builds confidence in making decisions, solving problems, and handling challenges through step-by-step strategies.
- **Direct Instruction/Teaching of Underlying Concepts/Generalization:**
 - **Modeling:** Provides direct demonstrations of effective decision-making, problem-solving strategies, and stress management to help learners understand and imitate these skills.
 - **Prompting:** Offers step-by-step guidance to teach underlying concepts, support decision-making, break down complex problems, and develop coping strategies over time.
 - **Reinforcement:** Strengthens the understanding and application of good choices, effective solutions, and perseverance by rewarding positive behaviors, encouraging generalization across settings.
 - **Social Narratives:** Directly teaches appropriate decisions, step-by-step solutions, and emotional preparedness for challenging situations by providing clear, relatable examples.
 - **Social Skills Training:** Uses explicit instruction to build decision-making abilities, conflict resolution techniques, and strategies for coping with social challenges, promoting skill generalization.
 - **Visual Supports:** Makes abstract concepts concrete and easier to understand, simplifying decision-making, problem-solving, and coping by using visual aids to generalize skills in various contexts.