Table 1

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| Citation | Participants | Design | Purpose |
| Olive, M. L., Cruz, B., Davis, T. N., Chan, J. M., Lang, R. B., O'Reilly, M. F., & Dickson, S. M. (2006). The Effects of Enhanced Milieu Teaching and a Voice Output Communication Aid on the Requesting of Three Children with Autism. *J Autism Dev Disord*, *37*, 1505-1513. | Three male children, teacher and teacher assistant.  Mickey:  -45 months old  -PDD-NOS  - Seizures  - No verbalizations or vocalization  - Primary communication: reaching, leading, and head banging.  Terrence:  - 66 month old  - Autism  -Whining noise and “more”  -Signed “help” when prompted  -Primary communication: reaching and leading.  Rocky:  -48 months old  -Autism  -Vocalized noise, no known meaning  - Primary communication: physically directing needs/wants. | Multiple probe design across participants.  Variation of multiple baseline design | To evaluate the effect of enhanced milieu teaching when combined with a voice output communication aid on the requesting skills of three children |
| Citation | Participants | Design | Purpose |
| Peterson, P., Carta, J. J., & Greenwood, C. (2005). Teaching Enhanced Milieu Language Teaching Skills to Parents in Multiple Risk Families. *Journal of Early Intervention,*  *27(2), 94-109* | Three mother-child dyads with multiple risk factors in a mid-western city.  Child A:  -43 months old  -Female  -Lives with mother and two siblings (5 and 15)  - Expressive and receptive communication delay  Child B:  -27 months old  -Female  -Lives with mother no siblings in home  -Expressive and receptive communication delay  Child C:  -24 months old  -Male  - Lives with mother no siblings in home  -Expressive and receptive communication delay. | Multiple baseline design. | To determine the effectiveness of teaching parents to use milieu language teaching procedure in families of multiple risk factors. |
| Citations | Participants | Design | Purpose |
| Hemmeter, M. L., & Kaiser, A. P. (1994). Enhanced milieu teaching: Effects of parent-implemented language intervention. *Journal of Early Intervention*, (3), 269-289. | Four parent child dyad:  Dyad A:  -25 months  -Male  -Down Syndrome  -Father  Dyad B:  -25 months  -Female  -Language delay and behavior problems  -Mother  Dyad C:  -45 months  -Male  -PDD  -Mother  Dyad D:  -49 months  -Male  -Cerebral Palsy  -Mother | Multiple baseline design across 3 intervention strategies  Multiple-probe design across 2 families, replicated across 2 additional families | -To train parents to implement enhanced milieu teaching  -To examine the effects of the intervention parent-child interaction, child social-communicative skills, child specific  language targets, and global changes in  child language development. |
| Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced milieu teaching on the social communication of children who have autism. *Early Education & Development*, *11*(4), 423-446. | Six preschool children and their mothers:  Child A:  -54 months old  -Male  -Autism  Child B:  -35 months old  -Male  -Aspergers  Child C:  -37 months old  -Male  -PDD  Child D:  -40 months old  -Male  -Autism  Child E:  -53 months old  -Male  -Autism  Child F:  -32 months old  -Male  -PDD | Modified single subject design | To examine the effects of parent-implemented EMT on  the language performance of preschool children with autism. |
| Hancock, T. B., & Kaiser, A. P. (2002). The effects of trainer-implemented enhanced milieu teaching on the social communication of children with autism. *Topics in Early Childhood Special Education*, *22*(1), 39-54. | Four preschool children and their mothers:  Child A:  -50 months old  -Male  -Autism  Child B:  -38 months old  -Female  -Pervasive Developmental  Disability  Child C:  -35 months old  -Male  -Pervasive Developmental Disability  Child D:  -54 months old  -Male  -Autism | Single-subject, multiple baseline design across children | To examine the effects of trainer-implemented EMT on language performance of preschool children with autism |

Table 2

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| Citation | IV | DV | Results | Limitations |
| Olive, M. L., Cruz, B., Davis, T. N., Chan, J. M., Lang, R. B., O'Reilly, M. F., & Dickson, S. M. (2006). The Effects of Enhanced Milieu Teaching and a Voice Output Communication Aid on the Requesting of Three Children with Autism. *J Autism Dev Disord*, *37*, 1505-1513. | Enhanced Milieu Teaching procedures:  -Adults followed the child’s lead during play.  -Adults imitated child’s motor and play behavior.  -Adults spoke in short sentences.  -Adults used environmental arrangement strategies to promote requesting.  -Once the child made a request using informal gestures the adult used concepts like time delay and mand-models. | -Independent use of VOCA  -independent use of gestures  -independent use of vocalizations and verbalizations during play. | All three children showed an increase in VOCA use. One child began vocalizing during the study. | Because the VOCA was not introduced at baseline they were not able to assume the intervention was the primary reason for increased use of VOCA.  The exact amount of intervention was difficult to measure because of the lack of information provided by the authors. |
| Peterson, P., Carta, J. J., & Greenwood, C. (2005). Teaching Enhanced Milieu Language Teaching Skills to Parents in Multiple Risk Families. *Journal of Early Intervention, 27(2), 94-109* | Parents use of enhanced milieu language teaching skills.  Parents were taught to arrange child’s environment to facilitate naturalistic teaching interactions.  -Responsive interaction including descriptive statements, imitation and expansion  -Incidental teaching including modeling, manding, mand-modeling and time delay  -Trainers used modeling, coaching and feedback to teach the skill and allowed the parent to practice. | -Child comments and correct response to parent questions (receptive and expressive communication).  -Children’s mean length of utterances | -Parents were able to acquire skills and maintain some over time.  -Increase in both child comments and correct response.  -Three children increase in mean length of utterances. | Barriers to implementation:  -Families of often missed scheduled parent training and observation sessions  -Sessions had to be terminated prematurely due to family crisis during sessions.  -Minor distractions during interventions sessions.  -Difficulty completing homework assignments. |
| Hemmeter, M. L., & Kaiser, A. P. (1994). Enhanced milieu teaching: Effects of parent-implemented language intervention. *Journal of Early Intervention*, (3), 269-289. | Parents use of three intervention components of EMT.  -Environmental arrangement  -Responsive interaction (feedback and modeling the child’s targets)  -Milieu teaching/incidental teaching | Social communicative skills.  -Frequency of spontaneous child utterances.  -Frequency of targets used spontaneously  -Total number of targets used.  Individual language targets:  Child A: more, help, verbs.  Child B: want+noun, more+noun,  Verbs.  Child C: nouns, verbs and more  Child D: more, want, verbs | -All four children showed increased spontaneous utterances and use of targets.  -Three of four children showed increased spontaneous use of targets | -Discrepancies in the scoring due to two observers recording utterances from children who were difficult to understand (reliability). |
| Citations | IV | DV | Results | Limitations |
| Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced milieu teaching on the social communication of children who have autism. *Early Education & Development*, *11*(4), 423-446. | EMT components were taught sequentially:  1st Environmental arrangement  2nd Responsive interaction  3rd Milieu teaching  Parents were given practice session, they were coached to learn the skills. | Child’s social communication skills:  -Frequency of spontaneous utterances.  -Total use of targets.  -Frequency of targets used spontaneously  -MLU (Mean length of utterances  -Diversity (different word roots | -Each parent showed systematic increase in the number and percent of correct uses of milieu teaching.  -All six parents increased both the number of expansions and the percentage of their child’s utterances that they expanded during intervention.  -All six children showed increase in their total use of targets(prompted plus unprompted) | Some of the quality of communication interactions between parents and child are not well represented in the data. |
| Hancock, T. B., & Kaiser, A. P. (2002). The effects of trainer-implemented enhanced milieu teaching on the social communication of children with autism. *Topics in Early Childhood Special Education*, *22*(1), 39-54. | The interventionist and child played with age-appropriate toys at s small table or on the carpeted floor.  -Milieu teaching procedures: verbal/nonverbal request, prompts, corrective prompts,  -Expansion  -Balance of adult and child turns.  - Responsive feedback. | Changes in language targets and social communication skills.  -Frequency of total child utterances.  -Spontaneous child utterances (prompted plus unprompted)  -Frequency of targets used spontaneously.  -Diversity (number of different words).  -Mean length of utterances (MLU).  Individual language targets:  Child A: agent-action, action-object, attribute-object and 2-word request.  Child B: agent-action-object, attribute-object, preposition-object, 3-word request.  Child C: agent-action, action-object, attribution-object, 2-word request.  Child D: agent-action-object, attribution-object, 3-word request. | After the intervention was introduced:  -All four children showed increases in their total use of targets (prompted plus unprompted).  -Three of four children showed clear changes in spontaneous use of targets.  -All children increased in their frequency of total utterances from baseline to intervention.  -Changes in MLU occurred for three children and changes in diversity were observed for all four children during the intervention | -The interventionist were highly educated and experienced intense training  -Children had to satisfy minimum criteria to be included in study.  -In the design, a restrict number of baseline sessions to control for pretreatment experience in the clinic across conditions |