

Diagnostic Category: Autism Spectrum Disorder (ASD) Discipline: Occupational Therapy

Reference	N	Intervention (n)	Telerehabilitation program's:	Platform & clinician's involvement	Outcomes
Country Study Design Quality (for RCTs)	Sample description (dx specifics, age, gender)	vs. Comparison (n) Frequency & duration	I. Focus II. Nature III. Target IV. Receiving client		Child-related outcomes Parent-related outcomes (+) significant between-group differences for RCTs or within group improvements for non-RCTs (-) no significant between-group differences for RCTs or within group improvements for non-RCTs
Gibbs & Toth-Cohen, 2011 USA Case-series	N= 4 Families with children with ASD Age range: 5-12 yrs 6M:OF	WebEx (n=4) Initial in-person sessions: 30min/session for 1 session/week for 4 weeks Tele rehab: 30min/session for 1 session/week for 6 weeks	I. Sensory processing, parent participation. II. The intervention consisted of a home therapy program that was logged in a sensory diet template. An initial contact phase consisted of in-person sessions. The needs assessment and evaluation of the child's sensory processing were performed during the sessions. They included parent education, involving review of sensory integration and techniques. Techniques were demonstrated by the therapist and also shown through	Videoconference Therapist had weekly video calls with the parents to review, discuss challenges and concerns related to the home therapy program.	At post-treatment (10 weeks): <ul style="list-style-type: none"> • Telerehabilitation was used successfully in all 4 families • Parents collaborated with the OT in their child's home program • OTs were able to observe parent-child interactions in the home environment and provide real-time feedback • Parents expressed the need for continued support • In most telerehabilitation sessions, parents were seeking feedback from

			<p>video clips. The activities identified by the sensory diets were placed throughout the developed family schedule. To obtain data on follow-through of sensory diets, the families kept track of their implementation and documented application of the home therapy program by completing the blank areas of the sensory diet templates.</p> <p>III. A second phase consisted of WebEx, a platform for video conferencing. Sessions involved review of the weekly schedule and the sensory diet template and discussions of parent challenges and concerns related to the home therapy program. Observations of techniques performed also occurred through parent and therapist demonstration via webcams. In addition, video clips were used for parent review of techniques.</p> <p>IV. Child + Parent</p> <p>V. Child + Parent</p>		therapists on techniques and sensory diets.
Little et al., 2018 USA	N= 18 Families of children with ASD	Occupation-based coaching (n=18) 12 weeks	I. Child-caregiver interactions, child-leaning opportunities, child participation	Videoconferencing via Zoom	<p>At post-treatment (12 weeks):</p> <p>(+) <i>Parenting efficacy</i>. Parent Sense of Competence Scale (PSOC)</p> <p>(-) <i>Parent satisfaction</i>. PSOC</p>

<p>Pre-post study</p>	<p>Child mean age: 2.14 ± 1.26 yrs</p> <p>Child age range: 2-6 yrs</p>		<p>II. Occupation-based coaching supports families in using their own resources and ideas to advance child function. Caregivers identify goals, therapists ask reflective questions and make reflective comments, affording caregivers an opportunity to gain a deeper understanding of their own current knowledge and the impact of their strategies on their children's adaptive behavior. Families generate their own solutions and are ultimately responsible for carrying out the intervention and evaluating its effectiveness. Occupation-based coaching process includes five key principles: (1) authentic contexts, (2) family's interests and routines, (3) caregiver interaction and responsiveness, (4) reflection and feedback, (5) joint plans.</p> <p>III. Child + parent</p> <p>IV. Parent alone</p>		<p>(+) <i>Play frequency</i>: Assessment of Preschool Children's Participation (APCP)</p> <p>(-) <i>Play diversity</i>: AAPCP</p> <p>(-) <i>Skill development frequency</i>: APCP</p> <p>(+) <i>Skill development diversity</i>: APCP</p> <p>(-) <i>Physical recreation frequency</i>: APCP</p> <p>(-) <i>Physical recreation diversity</i>: APCP</p> <p>(-) <i>Social activities frequency</i>: APCP</p> <p>(-) <i>Social activities diversity</i>: APCP</p> <p>(+) <i>Total activity frequency</i>: APCP</p> <p>(+) <i>Total activity diversity</i>: APCP</p> <p>(+) <i>Goal attainment</i>: Goal Attainment Scale</p> <p>(+) <i>Child participation</i>; satisfaction: COPM-2-satisfaction</p> <p>(+) <i>Child participation</i>; performance: COPM-2-performance</p>
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