

Benefits of family guidance in communicative difficulties in children with autism spectrum disorder: an integrative literature review

Benefícios da orientação familiar nas dificuldades comunicativas de crianças com transtornos do espectro do autismo: revisão integrativa da literatura

Beneficios de la orientación familiar en las dificultades comunicativas en niños con trastornos del espectro autista: una revisión integradora de la literatura

Jhonata James Ribeiro de Oliveira* 

Ingrid Alves Moreira* 

Denise Brandão de Oliveira e Britto* 

Abstract

Introduction: Indirect therapy is a therapeutic intervention approach in which family orientations and training of caregivers are carried out so that their understanding is broadened. This type of intervention is relevant because family members are the people closest to the children, and, through the guidelines, they improve the link and the interaction for the maturation of the child's functional communication.

Objective: To analyze findings about the benefits of familiar orientations, in the communicative difficulties of children diagnosed with ASD. **Research strategy:** Survey of national and international literature, published in English, Portuguese and Spanish. Original articles published in full from January 1999 to November 2019 were included, with degree of recommendation A, B and C and levels of evidence 1, 2, 3

* Universidade Federal de Minas Gerais (UFMG), Belo Horizonte, MG, Brazil.

Authors' contributions:

JJRO: Study design, bibliographic survey of the literature, organization and analysis of results and review and critical review of the manuscript.

IAM: Literature review, organization and analysis of results.

DBOB: Study design, analysis of results, critical review of the manuscript and guidance at all stages of elaboration of the study.

Correspondence email address: Jhonata James Ribeiro de Oliveira - fgojhonatajames@gmail.com

Received: 3/6/2021

Accepted: 11/10/2021

4, according to the Oxford Center. Results: 934 articles were found, 55 excluded by duplicate and 31 were selected for reading in full. Of these, 15 were considered for analysis of the study. **Discussion:** Indirect therapy, through family guidance, in the process of rehabilitation of children on the spectrum points out that the work of promoting the development of the communicative skills of children with ASD promotes gains in communication. They also show that an indirect intervention increases the caregivers' capacity for reflection and self-criticism. **Conclusion:** The indirect therapeutic process of children diagnosed with ASD provides positive changes in the language development process of these children and there is a direct and positive relationship between family orientation and communicative difficulties in these children.

Keywords: Autism Spectrum Disorder; Child Language; Language Development; Communication; Child Orientation; Mentoring and Quality of Life.

Resumo

Introdução: A terapia indireta é uma abordagem de intervenção terapêutica na qual se realizam orientações familiares e um treinamento dos cuidadores para que o entendimento da mesma seja ampliado. Este tipo de intervenção é relevante porque são os familiares as pessoas mais próximas das crianças, e, por meio das orientações, aprimoram o elo e a interação para o amadurecimento da comunicação funcional da criança. **Objetivo:** Analisar achados acerca dos benefícios da orientação familiar nas dificuldades comunicativas de crianças com diagnóstico de Transtorno do Espectro do Autismo. **Estratégia de pesquisa:** Levantamento na literatura publicada nas línguas inglesa, portuguesa e espanhola. Foram incluídos artigos originais publicados na íntegra no período de janeiro de 1999 a novembro de 2019, com grau de recomendação A, B e C e níveis de evidência 1, 2, 3 4, segundo o Oxford Centre. **Resultados:** Foram encontrados 934 artigos, 55 excluídos por duplicata e 31 foram selecionados para leitura na íntegra. Destes, 15 foram considerados para análise do estudo. **Discussão:** A terapia indireta, por meio da orientação familiar, no processo de reabilitação de crianças no espectro aponta que o trabalho de promoção do desenvolvimento das habilidades comunicativas de crianças com TEA promove ganhos na comunicação. Também, mostram que uma intervenção indireta aumenta a capacidade de reflexão e autocrítica dos cuidadores. **Conclusão:** O processo terapêutico indireto de crianças com diagnóstico de TEA, fornece mudanças positivas no processo de desenvolvimento de linguagem dessas crianças e existe uma relação direta e positiva entre orientação familiar e dificuldade comunicativa dessas crianças.

Palavras-chave: Transtorno do Espectro Autista; Linguagem Infantil; Desenvolvimento da Linguagem; Comunicação; Orientação Infantil; Tutoria e Qualidade de Vida.

Resumén

Introducción: La terapia indirecta es un enfoque terapéutico en el que se realizan orientaciones familiares y la formación de los cuidadores para ampliar su comprensión. Este tipo de intervención es relevante porque los familiares son las personas más cercanas a los niños y, a través de las pautas, mejoran el vínculo y la interacción para la maduración de la comunicación funcional del niño. **Objetivo:** Analizar los hallazgos sobre los beneficios de la orientación familiar en las dificultades comunicativas de los niños diagnosticados con TEA. **Estrategia de investigación:** Encuesta de literatura nacional e internacional, publicada en inglés, portugués y español. Se incluyeron artículos originales publicados íntegramente desde enero de 1999 hasta noviembre de 2019, con grado de recomendación A, B y C y niveles de evidencia 1, 2, 3 4, según el Centro de Oxford. **Resultados:** Se encontraron 934 artículos, 55 excluidos por duplicado y 31 seleccionados para lectura completa. De estos, 15 fueron considerados para el análisis del estudio. **Discusión:** La terapia indirecta, a través de la orientación familiar, en el proceso de rehabilitación de los niños en el espectro señala que el trabajo de promover el desarrollo de las habilidades comunicativas de los niños con TEA promueve ganancias en la comunicación. **Conclusión:** El proceso terapéutico indirecto de los niños diagnosticados con TEA proporciona cambios positivos en el proceso de desarrollo del lenguaje de estos niños y existe una relación directa y positiva entre la orientación familiar y las dificultades comunicativas en estos niños.

Palabras clave: Trastorno del espectro autista; Lenguaje infantil; Desarrollo del lenguaje; Comunicación; Orientación infantil; Tutoría y calidad de vida.

Introduction

Understood as neurodevelopmental disorders, Autism Spectrum Disorders (ASD) may have impacts on important areas of life, such as language, cognitive development and social interaction¹. In addition to social communication deficits, ASD is characterized by repetitive behaviors, restricted interests and insistence on the same things, as well as persistent deficits in social interaction and reciprocity. Some individuals with ASD may also have restricted and repetitive patterns of behavior, interests, or activities². The following characteristics can also be found in people with ASD: deficits in the ability to engage with others and share ideas and feelings; unilateral language, without social reciprocity; reduced, absent or atypical use of eye contact, gestures, facial expressions, body orientation or speech intonation; impaired shared attention; lack of gestures of pointing, showing or bringing objects to share interest; and difficulty following other people's pointing gestures or pointing with their eyes.

It should be noted that, as part of a spectrum, these characteristics above are variable and may, or may not, be present in some children.

As communication is a sociocultural skill, the inclusion and adaptation of children with ASD in the social context is essential in order to maximize interpersonal reciprocity, as well as expand their vocabulary and learn to use language as an instrument to regulate thought and the behavior³.

In this context, family guidance is a significant and effective tool when knowing the context and social reality in which the families are inserted⁴. This information is essential for the assessment and the type of approach that should be taken with children and family members. A family guidance program can be a useful tool to help families deal with their children's ASD diagnosis and promote an improvement in the development of language and social skills, decreasing the lack of social engagement of these children⁵.

Indirect therapy is an alternative intervention in cases of children diagnosed with ASD, in which caregivers are trained to take an active role during the intervention process for these children. Since, in general, outpatient clinical care is performed once a week⁷, this type of intervention is essential,

since family members are the closest people to the children on a daily basis and will be the main link for the development of communication of these children⁶ through the guidelines.

Therefore, this study aimed to analyze findings about the benefits of family counseling in the communication difficulties of children diagnosed with ASD.

Methods

Search strategy

This is an integrative review of the scientific literature that aimed to answer the following guiding question: "How effective is indirect therapy in the communication difficulties of children with Autism Spectrum Disorders?"

The study design was defined based on national⁸ and international⁹ recommendations. The literature search was divided into the following stages: (i) the definition of the problem; (ii) selection of databases and other sources of information to search for studies; (iii) planning and designing search strategies; (iv) the registration of the search and the evaluation of the results; (v) reporting of the search process; and (vi) selection, evaluation and synthesis of findings.

The definition of the problem was carried out through the survey of key concepts related to the main objective of the study, which aimed to understand how family guidelines contribute to the language development of children with ASD, focusing on the development of facilitation strategies in the communicative process between caregivers and children with ASD.

The researchers carried out a survey of national and international literature, published in English, Portuguese and Spanish, using the PubMed, Cochrane, Cinahl, PsycInfo, Web of Science and ERIC databases, searching for the following terms: "Child Guidance", "Mentoring", "Family Orientation", "Autism Spectrum Disorder", "Child Language", "Speech-Language Pathology", "Social Communication Disorder", "Communication Barriers", "Language", "Language Development", "Language Development Disorders", "Language Disorders" and "Quality of Life". Due to differences in search engines and terms in each database, the strategies were adapted for each database.

Chart 1. Search strategies

Database	Strategy/Formula
VHL Regional Portal	(Family OR Familia OR Família OR Familiares OR "Rede Familiar" OR "Redes Familiares" OR "Child Guidance" OR "Orientación Infantil" OR "Orientação Infantil" OR Mentoring OR Tutoria OR Tutoria OR "Family Orientation" OR "Orientación Familiar" OR "Orientação Familiar") AND ("Autistic Disorder" OR "Trastorno Autístico" OR "Transtorno Autístico" OR Autismo OR "Autismo Infantil" OR "Autism Spectrum Disorder" OR "Trastorno del Espectro Autista" OR "Transtorno do Espectro Autista" OR "Transtorno de Espectro Autista" OR "Transtorno do Espectro do Autismo") AND ("Child Language" OR "Lenguaje Infantil" OR "Linguagem Infantil" OR "Linguagem da Criança" OR "Speech-Language Pathology" OR "Patología del Habla y Lenguaje" OR "Patologia da Fala e Linguagem" OR "Patologia da Fala" OR "Patologia da Linguagem" OR Communication OR Comunicación OR Comunicação OR "Communication Barriers" OR "Barreras de Comunicación" OR "Barreiras de Comunicação" OR Language OR Lenguaje OR Linguagem OR "Language Development" OR "Desarrollo del Lenguaje" OR "Desenvolvimento da Linguagem" OR "Language Development Disorders" OR "Trastornos del Desarrollo del Lenguaje" OR "Transtornos do Desenvolvimento da Linguagem" OR "Atraso da Fala" OR "Atraso da Linguagem" OR "Language Disorders" OR "Trastornos del Lenguaje" OR "Transtornos da Linguagem" OR "Quality of Life" OR "Calidad de Vida" OR "Qualidade de Vida")
MEDLINE via PubMed	(Family OR "Child Guidance" OR Mentoring OR "Family Orientation") AND ("Autistic Disorder" OR "Autism Spectrum Disorder") AND ("Child Language" OR "Speech-Language Pathology" OR Communication OR "Communication Barriers" OR Language OR "Language Development" OR "Language Development Disorders" OR "Language Disorders" OR "Quality of Life")
Cochrane	
CINAHL	(Family OR "Child Guidance" OR Mentoring OR "Family Orientation") AND ("Autistic Disorder" OR "Autism Spectrum Disorder") AND ("Child Language" OR "Speech-Language Pathology" OR Communication OR "Communication Barriers" OR Language OR "Language Development" OR "Language Development Disorders" OR "Language Disorders" OR "Quality of Life")
Scopus	
Web of Science	

Selection criteria

The selection criteria were adjusted by the following filters: full articles written in Portuguese, English and/or Spanish, including the age group from two to seven years old, original articles published in full in Portuguese, English and Spanish from January 1999 to November 2019, with grade of recommendation A, B and C and evidence levels 1, 2, 3 4, according to the level of scientific evidence by type of study published in the Oxford Levels of Evidence¹⁰. Articles with evidence level 5 were excluded: expert opinions, letter to the editor and editorials; studies that only included children with motor disorders; studies with a population composed of adolescents and adults; and diagnostic tests.

Data analysis

The identification of studies was performed by two researchers, who independently read the titles and abstracts of all selected articles. Then, each researcher prepared a spreadsheet including three options ('yes', 'no' and 'maybe'), reporting whether the article should be read in its entirety. The decision was based on selection criteria, considering articles that referred to the inefficient communication of children diagnosed with ASD. After this process, a consensus meeting was held to compare the spreadsheets and define the 'maybes' and draws. All articles were selected and analyzed according to the following items: age of participants, which should be between two and seven years old, purpose of the study and results/conclusion.

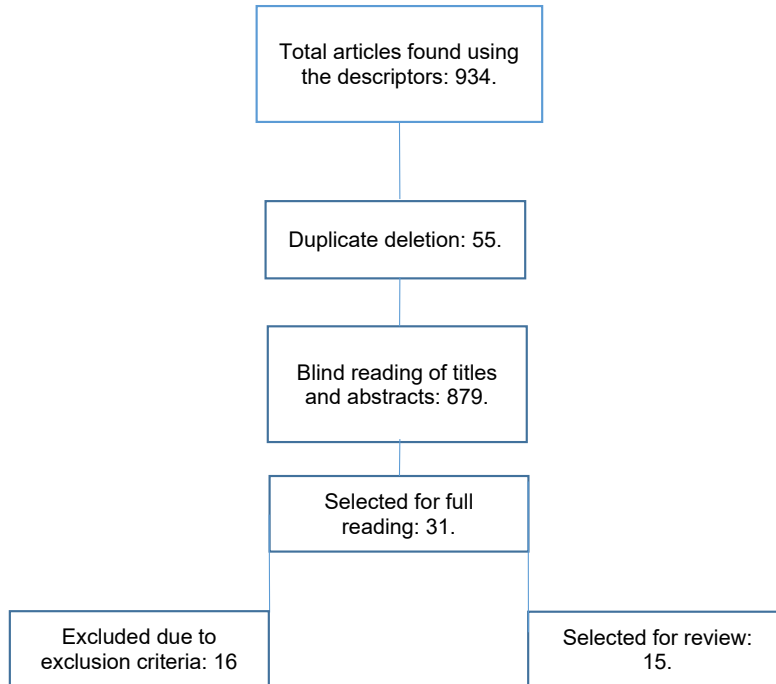


Figure 1. Overview of the process for selecting articles for systematic literature review.

Results

Among the 934 articles found in the search, 60 articles were via the VHL, 230 articles were retrieved from the PubMed database and 644 from the CAPES Journal Portal database. Of these, 55 studies were excluded due to repetition, as they were found in more than one database. The titles and abstracts of the remaining 879 articles were read to understand if they met the purpose of the study, of which 31 were selected for full reading after the consensus meeting. After reading the 31

selected articles, 15 were considered for analysis of the study, as they met the inclusion criteria (Figure 1). The other 16 articles were excluded, despite having been read in full, as the sample included an age group different from that determined in the inclusion criteria or did not address family guidance, indirect therapy or tutoring.

As for the design of the studies, most of the articles included address clinical trials^{5,6,11,12,13,16,17,20-23}, while one refers to a systematic review¹⁹, a cross-sectional observational study¹⁵, and two descriptive observational studies^{14,18}.

Chart 2. Articles selected for the literature review

Study title	Author and year of publication	Study design	Intervention used and intervention period	Participants	Main results
Preliminary Efficacy of Family Implemented TEACCH for Toddlers: Effects on Parents and Their Toddlers with Autism Spectrum Disorder ¹¹	Turner-Brown et al, 2019	Clinical trial	Guidance to parents through the internet; for 5 months	50 children and their families	Although no treatment effects were found for global measures in children, there were significant treatment effects on social communication skills.
Improving Family Functioning Following Diagnosis of ASD: A Randomized Trial of a Parent Mentorship Program ¹²	Moody et al, 2019	Randomized controlled clinical trial	Individualized action plan and training in navigation service systems; for 6 months	33 parents	The program can be a useful tool to help families deal with the ASD of their children.
Caregivers' perception of children with Autism Spectrum Disorder regarding to the communicative profile of their children after a communicative orientation program ⁶	Izidro et al, 2019	Clinical trial	Five monthly guidance sessions; for 5 months	62 children	Parents reported an increase in the occurrence of gestural, vocal and verbal means to express interpersonal communicative functions.
Maternal perspective and strategy facing communication with a child with autism spectrum disorder ¹³	Pereira et al, 2019	Clinical trial	Questionnaire for the definition of personal and family characteristics	Two women	It was not possible to make considerations about variables that were intended to be investigated initially
Parent couples' participation in speech-language therapy for school-age children with autism spectrum disorder in the United States ¹⁴	Flippin et al, 2019	Descriptive observational study	Interview with parents; for 1 month	80 parents	Compared to mothers, fathers communicated less with their children and participated less in activities
ASD Parent Trainer: Online coaching for parents of children with autism (APT) ¹⁵	Caraway et al, 2018	Observational cross-sectional study	Online guidance aimed at parents of children with behavioral and language difficulties; for 3 months.	180 parents	Significant improvement in children's behavior throughout the guidelines
Parent coaching increases the parents' capacity for reflection and self-evaluation: results from a clinical trial in autism ¹⁶	Siller et al, 2018	Clinical trial	Parent training; for 6 months	70 children	Increase in parents' capacity for reflection and self-assessment
The feasibility and appropriateness of a peer-to-peer, play-based intervention for improving pragmatic language in children with autism spectrum disorder ¹⁷	Parsons et al, 2018	Randomized controlled clinical trial	Interview with parents; for 2 months	10 children and their families	Improved use of pragmatic language

Study title	Author and year of publication	Study design	Intervention used and intervention period	Participants	Main results
A communication intervention in autism spectrum disorder by means of the programme 'More than Words'. A case study ¹⁸	Baixauli-Fortea et al, 2018	Descriptive observational study	Eight guidance sessions; for 4 months	A single child and their parents	Increase in the child's communicative initiatives
Family therapy for autism spectrum disorders ¹⁹	Spain et al, 2017	Literature systematic review	Literature Review	-	Some studies have investigated the effectiveness of family therapy for ASD and none of them is a randomized clinical trial.
Communication Intervention for Young Children With Severe Neurodevelopmental Disabilities Via Telehealth ²⁰	Simacek et al, 2017	Clinical trial	Remote training via telehealth; for 3 months	Three children and their parents	All children acquired the targeted communication responses.
The Influence of Maternal Pragmatics on the Language Skills of Children with Autism ²¹	Stern et al, 2017	Clinical trial	Language facilitation strategies during playful activities	10 parents	Parental pragmatics likely contribute to early language learning
Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomised controlled trial ²²	Pickles et al, 2016	Randomized controlled clinical trial	Parent-mediated social communication intervention; for a year and two months	152 parents	The PACT had a long-term effect on autism symptoms and ongoing effects on parent-child social interaction.
Feasibility and Potential Efficacy of the Family-Centered Prevent-Teach-Reinforce Model With Families of Children With Developmental Disorders ²³	Bailey et al, 2015	Clinical trial	Teaching of interaction strategies with children; for 4 months.	3 families	The intervention plans implemented were effective in increasing substitution behavior and decreasing problem behavior in children
Intervention in Autism: Social Engagement Implemented by Caregivers ⁵	Santos et al, 2015	Clinical trial	Observation of caregiver-child interaction; for 2 months	Seven caregivers and their children	Short-term interventions can empower caregivers as competent mediators to increase social engagement

Discussion

All clinical studies^{5,6,11-23} included in this study addressed indirect therapy, through family guidance, in the rehabilitation process of children with ASD, which shows that the topic has been the object of research in different countries. The surveys with the largest number of participants were carried out in the United States, which is probably associated with the country having the

greatest investments and financial resources when compared to other countries that have publications on the subject, such as Brazil.

Most of the intervention processes included orientation sessions directed to parents and/or caregivers, followed by the application of questionnaires and interviews. The intervention period of these studies ranged from one month to one year and two months, while the average time was 3.7 months^{5,6,11-23}.

Clinical trial studies on family-centered indirect therapy suggest that a work to promote the development of communication skills in children with ASD promotes significant benefits in communication¹¹. Furthermore, these studies show that family guidance significantly increases the reflective and self-critical capacity of parents of autistic children. This ability allows parents to adjust and adapt the intervention strategies in different scenarios and interactions involving the child¹⁶.

In addition, the study found an effectiveness of the guidelines for caregivers of children with ASD in the process of developing social skills. A study carried out with seven caregivers and their children, with an average age of four years, found a significant increase in the social engagement of these children, which is a rare factor in children diagnosed with ASD⁵.

In turn, emotional aspects, difficulties in establishing a bond with the child and difficulty in accepting the diagnosis were the main difficulties reported by parents and/or caregivers, but some studies show that early indirect therapy has a positive effect on the communicative characteristics of children with ASD²². Therefore, it is essential that professionals are aware of these difficulties and know how to deal with them, in order to solve the adversities presented by family members during the therapeutic process.

Observational studies report the relevance of the participation of parents and/or caregivers during the therapeutic process and how this is important for the development of cognitive, linguistic and social processes¹⁸. It is already known that the context in which language is developed is very important for a good development as a whole, especially in the pragmatic dimension and in social initiatives and shift changes. Therefore, family habits and behaviors may promote significant benefits in children's language development.

The authors of a literature review¹⁹ found that indirect therapy, through family counseling, is clinically appropriate, even if the child is undergoing other treatments, such as psychological and/or occupational therapy, for example, or just an isolated speech-language pathology intervention.

All studies report that talking to the children's parents and/or caregivers is essential in order to clarify doubts and promote knowledge about the child language development process, always leaving them free to express their anxieties and desires.

The articles selected for this study had limitations, such as not having a separation of the linguistic aspects investigated, uncertainty about the guidance provided to parents and/or caregivers and the strategies used with the children according to their ages. There was also a wide variation in the degree of quality of study methodology, and not all studies had assessment protocols. Articles from clinical trials using control groups had more detailed methodologies, allowing replication of studies and a possible reproducibility of results.

The literature review presented in this study allowed us to verify the value of family guidance for the rehabilitation of children diagnosed with ASD, which contributes to the linguistic, social and cognitive development of children, in addition to promoting the development of communication skills. This also contributes to the reformulation of outpatient care for this population, promoting a new formulation of the bond between caregivers and therapists, in addition to contributing to a better understanding of the language development of these individuals.

However, the study has limitations, such as the low number of publications on the subject and little information regarding speech-language pathology actions in Brazil from the therapeutic and health promotion perspective.

Conclusion

Based on the study results, it can be concluded that providing guidance to caregivers of children diagnosed with ASD may result in positive changes in the language development process of these children and that there is a direct and positive relationship between family guidance and communication difficulties of these children.

References

1. Kanner L. Distúrbios autísticos do contato afetivo. Associação de amigos do autista. [internet]. 2008 [acesso em 2019 jun 4]. Disponível em: <http://www.ama.org.br/html/home.php>.
2. Associação Americana de Psiquiatria. Manual diagnóstico e estatístico de transtornos mentais DSM. 5 ed. Porto Alegre: Artmed; 2014.
3. Camargo SPH, Bosa CA. Competência social, inclusão escolar e autismo: revisão crítica da literatura. *Psicol Soc.* [internet]. 2009 [acesso em 2019 jun 4]; 21(1): 65-74. Disponível em: <https://www.scielo.br/pdf/psoc/v21n1/08.pdf>

4. Reichert APS, Leônico ABA, Toso BRG, Santos NCCB, Vaz EMC, Collet, N. Orientação familiar e comunitária na Atenção Primária à Saúde da criança. *Ciênc. Saúde Colet.* [internet]. 2016 [acesso em 2019 jun 4]; 21(1): 119-127. Disponível em: https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1413-81232016000100119
5. Santos AC, Garotti MF, Ribeiro IF, Bosa CA. Intervention in autism: social engagement implemented by caregivers. *Paidéia.* [internet]. 2015 [acesso em 2019 jun 4]; 25(60): 67-75. Disponível em: <https://www.scielo.br/pdf/paideia/v25n60/1982-4327-paideia-25-60-0067.pdf>
6. Izidro BJ, Fernandes FDM. Caregivers' perception of children with Autism Spectrum Disorder regarding to the communicative profile of their children after a communicative orientation program. *CoDas* [internet]. 2019 [acesso em 2019 aug 18]; 31(1): e20170222. Disponível em: http://www.scielo.org/scielo.php?script=sci_arttext&pid=S2317-17822019000100310&lng=en.
7. Gonçalves CAB, Castro MSJ. Propostas de intervenção fonoaudiológica no autismo infantil: revisão sistemática da literatura. *Distúrb. Comun.* [internet]. 2013 [acesso em 2019 jun 4]; 25(1): 15-25. Disponível em: <https://revistas.pucsp.br/index.php/dic/article/view/14920>
8. Berwanger O, Suzumura EA, Buehler AM, Oliveira JB. Como avaliar criticamente revisões sistemáticas e metanálises. *Rev Bras Ter Intensiva.* [internet]. 2007 [acesso em 2019 jun 4]; 19(4): 475-80. Disponível em: https://www.scielo.br/scielo.php?pid=S0103-507X2007000400012&script=sci_abstract&lng=pt
9. Braga M, Melo M. Como fazer uma revisão baseada na evidência. *Rev Port Clin Geral.* [internet]. 2009 [acesso em 2020 mai 18]; 25(6): 660-6. Disponível em: <https://www.rpmgf.pt/ojs/index.php/rpmgf/article/view/10691>
10. OCEBM Levels of Evidence Working Group*. "The Oxford 2011 Levels of Evidence". Oxford Centre for Evidence-Based Medicine. [internet]. 2011 [acesso em 2020 mai 18]. Disponível em: <http://www.cebm.net/index.aspx?o=5653>.
11. Turner-Brown L, Hume K, Boyd BA, Kainz K. Preliminary Efficacy of Family Implemented TEACCH for Toddlers: Effects on Parents and Their Toddlers with Autism Spectrum Disorder. *J Autism Dev Disord.* [internet]. 2019 [acesso em 2020 mai 18]; 49(7): 2685-98. Disponível em: <https://pubmed.ncbi.nlm.nih.gov/27241348/>
12. Moody, EJ., Kaiser, K., Sharp, D. et al. Improving Family Functioning Following Diagnosis of ASD: A Randomized Trial of a Parent Mentorship Program. *J Child Fam Stud* [internet]. 2019 [acesso em 2020 mar 20]; 28: 424-35. Disponível em: <https://doi.org/10.1007/s10826-018-1293-z>
13. Pereira LD, Canal CPP, Correa MCCB, Santos RL. Maternal perspective and strategy facing communication with a child with autism spectrum disorder. *Pensando fam.* [internet]. 2019 [acesso em 2020 mar 20]; 23(2): 208-22. Disponível em: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1679-494X2019000200016
14. Flippin, M., & Hahs-Vaughn, DL. Parent couples' participation in speech-language therapy for school-age children with autism spectrum disorder in the United States. *Autism.* [internet]. 2019 [acesso em 2020 mai 20]; 24(2): 321-37. Disponível em: <https://doi.org/10.1177/1362361319862113>
15. Nell, C. ASD Parent Trainer: Online coaching for parents of children with autism (APT). IRIS MEDIA, INC. [internet]. 2018 [acesso em 2020 abr 19]; Disponível em: <https://www.sbir.gov/sbirsearch/detail/706235>
16. Siller M, Hotez E, Swanson M, Delavenne A, Hutman T, Sigman M. Parent coaching increases the parents' capacity for reflection and self-evaluation: results from a clinical trial in autism. *Attach Hum Dev.* [internet]. 2018 [acesso em 2020 mai 18]; 20(3): 287-308. Disponível em: <https://doi.org/10.1080/14616734.2018.1446737>
17. Parsons L, Cordier R, Munro N, Joosten A. The feasibility and appropriateness of a peer-to-peer, play-based intervention for improving pragmatic language in children with autism spectrum disorder. *Int J Speech Lang Pathol.* [internet]. 2018 [acesso em 2019 set 10]; 21(4): 412-24. Disponível em: <http://doi.org/10.1080/17549507.2018.1492630>
18. Baixauli-Fortea I, Gascon-Herranz N, de Carlos-Isla M, Colomer-Diago C. Intervencion en comunicacion en el trastorno del espectro autista mediante el programa 'More than Words'. Estudio de caso. *Rev Neurol.* [internet]. 2018 [acesso em 2020 mar 16]; 66(1): 77-82. Disponível em: <https://doi.org/10.33588/m.66S01.2017533>
19. Spain D, Sin J, Paliokosta E, Furuta M, Prunty JE, Chalder T, Murphy DG, Happé FG. Family therapy for autism spectrum disorders. *Cochrane Database Syst Rev.* [internet]. 2017 [acesso em 2020 fev 18]; 16:5(5): CD011894. Disponível em: <https://doi.org/10.1002/14651858.CD011894.pub2>
20. Simacek J, Dimian AF, McComas JJ. Communication Intervention for Young Children with Severe Neurodevelopmental Disabilities Via Telehealth. *J Autism Dev Disord.* [internet]. 2017 [acesso em 2020 fev 10]; 47(3): 744-67. Disponível em: <https://doi.org/10.1002/14651858.CD011894.pub2>
21. Stern YS, Maltman N, Roberts MY. The Influence of Maternal Pragmatics on the Language Skills of Children with Autism. *J Dev Behav Pediatr.* [internet]. 2017 [acesso em 2020 fev 17]; 38(5): 339-44. Disponível em: <http://doi.org/10.1097/DBP.0000000000000445>.
22. Pickles, A.; Couteur, A. L.; Leadbitter K. et al. Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomised controlled trial. *The lancet.* [internet]. 2016 [acesso em 2020 ago 18]; 388: 2501-9. Disponível em: [https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(16\)31229-6.pdf](https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31229-6.pdf)
23. Bailey KM, Blair KS. Feasibility and potential efficacy of the family-centered Prevent-Teach-Reinforce model with families of children with developmental disorders. *Res Dev Disabil.* [internet]. 2015 [acesso em 2020 ago 4]; 47: 218-33. Disponível em: <http://doi.org/10.1016/j.ridd.2015.09.01>.
24. Fernandes FD, Amato CA, Balestro JI, Molini-Avejonas DR. Orientação a mães de crianças do espectro autístico a respeito da comunicação e linguagem. *J Soc Bras Fonoaudiol.* [internet]. 2011 [acesso em 2020 jun 21]; 23(1): 1-7. Disponível em: <https://doi.org/10.1590/S2179-64912011000100004>
25. Adams C, Lockton E, Freed J, Gaile J, Earl G, McBean K, et al. The social communication intervention project: a randomized controlled trial of the effectiveness of speech and language therapy for school-age children who have pragmatic and social communication problems with or without autism spectrum disorder. *J Lang Commun Disord.* [internet]. 2012 [acesso em 2020 jun 4]; 47(3): 233-44. Disponível em: <https://doi.org/10.1111/j.1460-6984.2011.00146.x>



26. Hutman T, Siller M, Sigman M. Mothers' narratives regarding their child with autism predict maternal synchronous behavior during play. *J Child Psychol Psychiatry*. [internet]. 2009 [acesso em 2020 set 13]; 50(10): 1255-63. Disponível em: <http://dx.doi.org/10.1111/j.1469-7610.2009.02109.x>

