

Western University

Scholarship@Western

Inspiring Minds – A Digital Collection of
Western's Graduate Research, Scholarship and
Creative Activity

Inspiring Minds

September 2023

Essential elements of caregiver- coaching programs supporting social communication exchanges between autistic children and caregivers: A scoping review

Vipula Rajesh Kumar

Western University, vkumar55@uwo.ca

Amanda Binns

Western University, abinns3@uwo.ca

Janis Oram Cardy

Western University, janis.cardy@uwo.ca

Follow this and additional works at: <https://ir.lib.uwo.ca/inspiringminds>

Citation of this paper:

Rajesh Kumar, Vipula; Binns, Amanda; and Cardy, Janis Oram, "Essential elements of caregiver- coaching programs supporting social communication exchanges between autistic children and caregivers: A scoping review" (2023). *Inspiring Minds – A Digital Collection of Western's Graduate Research, Scholarship and Creative Activity*. 398.

<https://ir.lib.uwo.ca/inspiringminds/398>

Inspiring Minds

Title: Essential elements of caregiver- coaching programs supporting social communication exchanges between autistic children and caregivers: A scoping review

This study aims to shed light on how caregiver-coaching interventions designed to support social-communication between young autistic children and their caregivers are delivered. By conducting a comprehensive review of experimental trials, we will identify the programs available to families of autistic children. We will then extract information from treatment manuals about: specific skills targeted, intervention elements, strategies taught to caregivers, and educational methods employed. Our goal is to uncover similarities and differences across program elements and delivery. Currently, there is a lack of understanding about which strategies work best for fostering autistic children's communication skills. Better understanding the common and distinct elements across the various caregiver-mediated social communication interventions for young autistic children would help the clinical and scientific communities begin to gain better clarity on how these approaches are delivered, and support clinicians to better understand which programs might be best suited for which children, families, and goals.