

**Systematic Review of Safety Skill Interventions for Individuals with Autism Spectrum Disorder**

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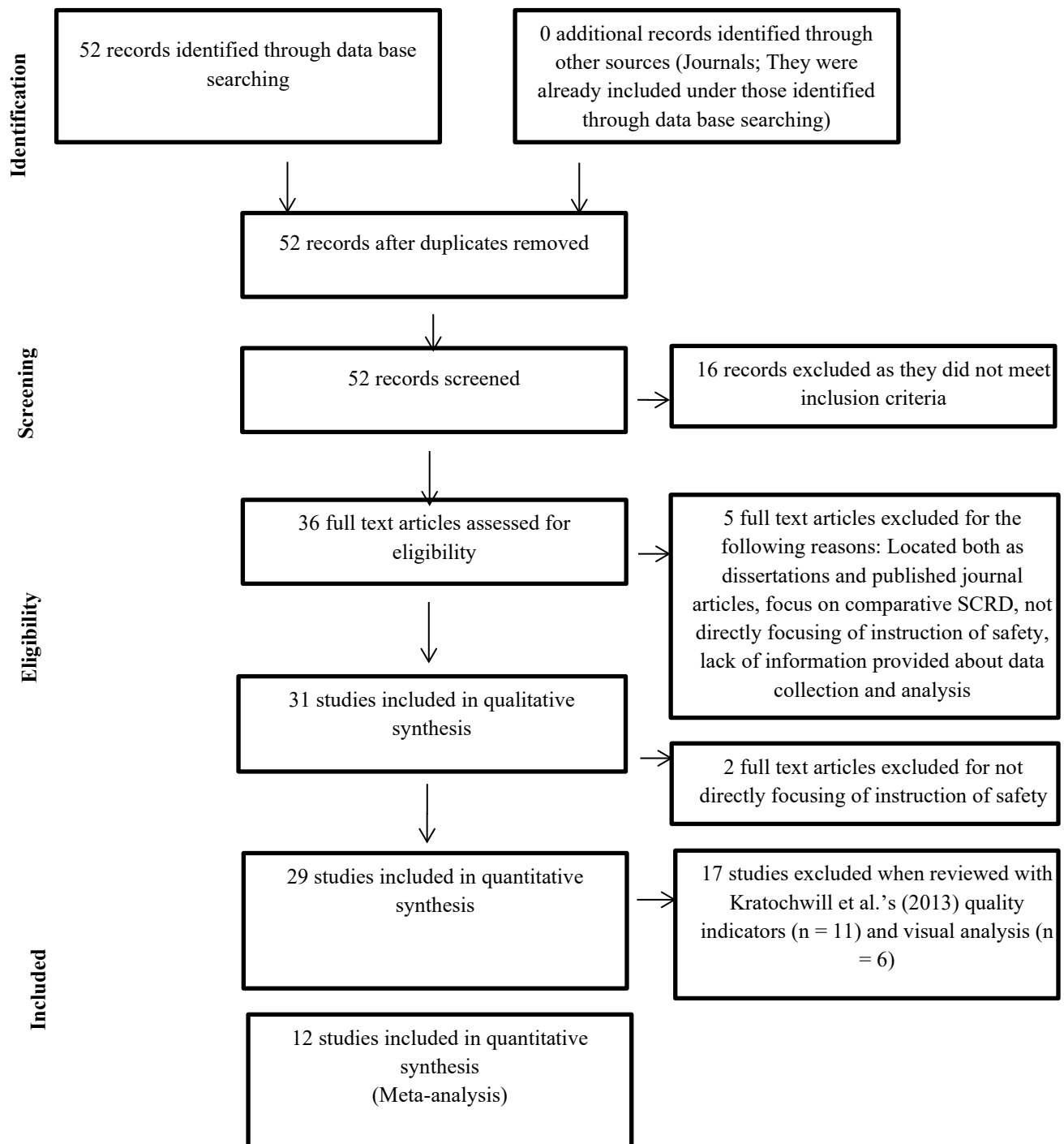


Figure 1. Procedures Followed During Search

## ANALYSIS OF SAFETY SKILLS STUDIES

**Supplemental Table 1***Coding Studies According to Kratochwill et al. (2013) Criteria*

Studies	Systematic Manipulation of IV	IOA for 20% of Sessions	IOA at or Above 80%	At least 3 Demonstration of Effect	5 Data Points per Condition	3 Data Points per Condition	Classification of Standards	Classification of Evidence of Effectiveness (see Supplemental Table 2)
Akmanoglu and Tekin-Iftar (2011)	Y	Y	Y	Y	N	Y	MS-R	No evidence
Bergstorm et al. (2012)	Y	Y	Y	Y	N	N	nMS	-
Bergstorm et al. (2014)	Y	Y	Y	Y	N	N	nMS	-
Ergenekon (2012)	Y	Y	Y	Y	N	Y	MS-R	Strong
Garcia et al. (2016)	Y	Y	Y	Y	Y	Y	MS	No evidence
Godish et al. (2017)	Y	N	Y	Y	N	Y	nMS	-
Goldsmith (2008)	Y	Y	Y	Y	N	Y	MS-R	Moderate
Gunby et al. (2010)	Y	Y	Y	Y	N	N	nMS	-
Gunby and Rapp (2014)	Y	Y	Y	Y	N	Y	MS-R	Strong
Harriage et al. (2016)	Y	Y	Y	Y	N	Y	MS-R	Strong
Hawkins (2016)	Y	Y	N	Y	N	Y	nMS	-
Hoch et al. (2009)	Y	Y	Y	Y	N	Y	MS-R	Strong
Honsberger (2015)	Y	Y	Y	Y	N	Y	MS-R	Strong
Johnston (2010)	Y	Y	Y	Y	N	Y	MS-R	No evidence
Kearney et al. (2017)	Y	Y	Y	Y	N	Y	MS-R	No evidence
King and Miltenberger (2017)	Y	Y	Y	Y	N	Y	MS-R	No evidence
Ledbetter-Cho et al. (2016)	Y	Y	Y	Y	N	Y	MS-R	Moderate
Levy et al. (2017)	Y	Y	Y	Y	N	Y	MS-R	Strong
McDowell et al. (2017)	Y	N	N	N	N	N	nMS	-
Morgan (2012)	Y	Y	Y	Y	N	N	nMS	-

# ANALYSIS OF SAFETY SKILLS STUDIES

Morgan (2017)	Y	N	N	N	N	Y	nMS	-
Morgan and Miltenberger (2017)	Y	Y	Y	Y	N	N	nMS	-
Rodriguez (2016)	Y	Y	Y	Y	N	N	nMS	-
Rossi et al. (2017)	Y	Y	Y	Y	Y	Y	MS	Strong
Sokolosky (2011)	Y	Y	Y	N	N	Y	nMS	-
Summers et al. (2011)	Y	Y	Y	Y	N	Y	MS-R	Strong
Taylor et al. (2004)	Y	Y	Y	Y	N	Y	MS-R	No evidence
Tucker (2016)	Y	Y	Y	Y	N	Y	MS-R	Strong
Winterling et al. (1992)	Y	Y	Y	Y	N	Y	MS-R	Moderate

Notes: MS = Meet standards; MS-R = Meet standards with reservations; nMS = Does not meet standards.

# ANALYSIS OF SAFETY SKILLS STUDIES

**Supplemental Table 2**

*Demonstration of Effect through Visual Analysis*

Studies	Level	Trend	Stability	Immediacy of Effect	Overlap	Data Patterns
Akmanoglu and Tekin-Iftar (2011)	Yes	Positive	No P1, P2 and P3: Variable	Yes P1, P3: Moderate; P2: No delay	No P1: Ineffective; P2, P3: Questionable	No
Ergenekon (2012)	Yes	Positive	Yes P1: Low; P2: Moderate; P3: High	Yes P1: Moderate; P2, P3: No delay	Yes P1: Questionable; P2: Effective; P3: Very effective	Yes
Garcia et al. (2016)	Yes	Positive	No P1 and P2: Moderate; P3: Variable	Yes P1, P2 and P3: No delay	Yes P1, P2 and P3: Moderate	No
Goldsmith (2008)	Yes	Positive	Yes P1, P2 and P3: Moderate P4: Low; P5: High	Yes P1, P2, P3 and P4: No delay; P5: No immediate effect	Yes P1, P2, & P3: Very effective; P4: Effective; P5: Ineffective	Yes
Gunby and Rapp (2014)	Yes	Positive	Yes P1, P2 and P3: High	Yes P1, P2 and P3: No delay	Yes P1, P2 and P3: Very effective	Yes
Harriage et al. (2016)	Yes	Positive	Yes P1 and P3: Moderate; P2: High	Yes P1 and P2: No delay; P3: No delay to moderate	Yes P1: Very effective; P2: Effective; P3: Questionable	Yes
Hoch et al. (2009)	Yes	Positive	Yes P1 and P3: High; P2: Low	Yes P1, P2 and P3: No delay	Yes P1, P2: Very effective; P3 : Effective	Yes
Honsberger (2015)	Yes	Positive	Yes P1, P2, P3, P4 and P5: High	Yes P1, P2, P3, P4 and P5: No delay	Yes P1, P2, P3, P4 and P5: Very effective	Yes

## ANALYSIS OF SAFETY SKILLS STUDIES

Johnston (2010)	Yes	Positive	Yes P1 and P2: Moderate	No P1: No delay- no immediate effect for P1; P2: Short delay	No P1: Ineffective; P2: Questionable	No
Kearney et al. (2017)	Yes	Positive	No P1: Variable; P2: Low; P3: High	Yes P1, P2 and P3: No delay	Yes P1 and P3: Very effective P2 Effective	No
King and Miltenberger (2017)	Yes	Positive	No P1: Low; P2 and P3: Variable	Yes P1 and P3: No delay for; P3: Moderate	No P1: Ineffective; P2 and P3 Questionable	No
Ledbetter-Cho et al. (2016)	Yes	Positive	Yes P1, P3 and P4: Moderate; P2: High	Yes P1, P2, P3 and P4: No delay	Yes P1: Effective; P2: Very effective; P3: Ineffective; P4: Questionable	Yes
Levy et al. (2017)	Yes	Positive	Yes P1 and P3: Moderate; P2: High	Yes P1, P2 and P3: No delay	Yes P1, P2 and P3: Very effective	Yes
Rossi et al. (2017)	Yes	Positive	Yes P1, P2 and P3: High	Yes P1, P2 and P3: No delay	Yes P1 and P3: Very effective; P2: Effective	Yes
Summers et al. (2011)	Yes	Positive	Yes P1, P4, P5 and P6: High; P2 and P3: Moderate	Yes P1, P2, P3, P4, P5 and P6: No delay	Yes P1, P2, P4 and P5: Very effective; P3 and P6: Effective	Yes
Taylor et al. (2004)	Yes	Positive	No P1: Moderate; P2 and P3: Variable	Yes P1, P2 and P3: No delay	No P1: Questionable; P2 and P3: Ineffective	No
Tucker (2016)	Yes	Positive	Yes P1 and P2: High; P3: Moderate	Yes P1, P2 and P3: No delay	Yes P1: Very effective; P2 and P3: Effective	Yes

## ANALYSIS OF SAFETY SKILLS STUDIES

Winterling et al. (1992)	Yes	Positive	Yes P1 and P4: Moderate; P2: Low; P3: Variable	Yes P1, P2 and P4: No delay; P3: Moderate	Yes P1: Very effective; P2, P3, and P4: Effective	Yes
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**Supplemental Table 3***Percentage of IRD Calculations for Safety Skills Instruction*

Studies	Intervention IRD	Number of Tiers	Effect Size
Ergenekon (2012)	0.7981	9	Large effect
Goldsmith (2008)	0.7984	5	Large effect
Gunby and Rapp (2014)	1.0000	3	Large effect
Harriage et al. (2016)	0.8487	9	Large effect
Hoch et al. (2009)	0.9524	3	Large effect
Honsberger (2015)	1.0000	5	Large effect
Ledbetter-Cho et al. (2016)	0.7178	4	Large effect
Levy et al. (2017)	1.0000	3	Large effect
Rossi et al. (2017)	0.9444	9	Large effect
Summers et al. (2011)	0.9392	6	Large effect
Tucker (2016)	0.9034	9	Large effect
Winterling et al. (1992)	0.7774	4	Large effect

### References

References marked with one asterisk indicate studies reviewed for Kratochwill et al.'s (2013) criteria. References marked with two asterisks indicate studies retained for descriptive and visual analysis. References marked with three asterisks indicate studies retained for effect size analyses.

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