Stay-play-talk was effective for improving social interactions for focal participants and implementing peers, but heterogeneity was considerable.

INTRODUCTION
- Children with low social competence might be less likely to be near, play with, and interact with other children
- Stay-play-talk (SPT) is an intervention with more than 20 years of research support but it isn't clear for whom and under what conditions SPT is effective

METHODS
- Search & Inclusion:
  - SPT intervention with young children (under 9 years) with or at risk for disabilities
  - Database and forward/backward searches for published and unpublished studies
  - Descriptive coding, rigor and visual analysis outcomes coding (SCARF), and meta-analysis

RESULTS
- 25 focal participants (mean age = 56 months), 31 peer participants (mean age = 59 months)
- Mean training time of just over 1 hour
- Mean measurement (peer SPT implementation) time of almost 2 hours
- Most studies were of at least adequate quality
- Only 40% showed FRs for focal participants, while 65% showed FRs for implementing peers (including secondary variables)

What we don’t yet know:
- What child or procedural characteristics increase the likelihood of behavior change
- To what extent procedural variations impact outcomes (inadequate reporting was common for procedures such as prompting and reinforcement)
- How SPT can be successfully modified for AAC users
- Whether teachers can and will implement SPT under typical constraints

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