

Supplementary Table. Recommendation-specific PICO components and summarized search strategies used to identify supporting evidence

No.	Recommendation	PIO*	Search string summary
1	Provide intervention using multisensory activities to improve occupational performance and behavioral regulation skills in children with ASD.	P: Children with ASD, I: multisensory activities, O: occupational performance, ADL	ASD** AND multisensory activities/sensory-based intervention AND occupational performance/ADL***
2	Provide intervention using multisensory center and noncustomized sensory diets to improve occupational performance and behavioral regulation in children with ASD.	P: Children with ASD, I: multisensory center, noncustomized sensory diets, O: occupational performance	ASD AND multisensory center/sensory diet AND occupational performance/ ADL
3	Do not provide intervention using weighted vests to support improved behavior or performance in daily life activities in children with ASD.	P: Children with ASD; I: weighted vests, O: daily life activity performance	ASD AND weighted vest(s) AND performance/daily life activities/ADL
4	Provide intervention using cognitive behavioral approaches to improve function in the areas of activities of daily living (ADLs) and instrumental activities of daily living (IADLs) in children with ASD.	P: Children with ASD, I: cognitive behavioral approaches, O: ADL function, IADL function	ASD AND cognitive behavioral approaches/CBT AND ADL/IADL/daily living skills
5	Provide intervention using the Cognitive Orientation to daily Occupational Performance (CO–OP) approach to improve ADL and IADL function in children with ASD.	P: Children with ASD; I: CO–OP approach, O: ADL function, IADL function	ASD AND CO-OP/Cognitive Orientation to daily Occupational Performance AND ADL/IADL/occupational performance
6	Provide intervention using Ayres Sensory Integration® (ASI) to reduce caregiver assistance needed for self-care skills in children with ASD.	P: Children with ASD; I: Ayres Sensory Integration (ASI), O: self-care skills	ASD AND Ayres Sensory Integration/ASI AND self-care skills /ADL
7	Provide intervention of 8 hr of parent training using behavioral strategies with their children diagnosed with ASD to improve feeding behaviors or dietary variety.	P: Children with ASD and their parents, I: parent training using behavioral strategies, O: feeding behaviors, dietary variety	ASD AND parent training/behavioral strategies AND feeding behavior/dietary variety
8	Provide intervention using clinic-based parent-only or parent–child dyadic feeding interventions to improve mealtime behaviors and food selectivity in autistic children ages 2 to 8 yr.	P: Autistic children aged 2–8 years and parents, I: clinic-based parent-only or parent–child dyadic feeding interventions, O: mealtime behaviors, food	ASD AND parent-only/parent-child dyadic feeding intervention AND mealtime behavior/food selectivity

		selectivity	
9	Provide intervention using Ayres Sensory Integration® (ASI) to improve sleep, adaptive skills, autism features, and sensory processing in children with ASD.	P: Children with ASD, I: Ayres Sensory Integration (ASI), O: sleep, adaptive skills, autism features, sensory processing	ASD AND Ayres Sensory Integration/ASI AND sleep/adaptive skills
10	Provide intervention of 8 wk of parent training for parents of children with ASD to improve sleep.	P: Children with ASD and their parents, I: parent training, O: sleep outcomes	ASD AND parent training AND sleep/sleep problems/insomnia
11	Do not provide intervention using weighted blankets as a nonpharmacological approach for children and adolescents with ASD and sleep disturbance.	P: Children and adolescents with ASD and sleep disturbance; I: weighted blankets; O: sleep disturbance	ASD AND weighted blanket(s) AND sleep disturbance/sleep problems
12	Provide intervention using clinic-based parent sleep education interventions to enhance sleep participation in autistic children ages 2 to 21 yr.	P: Autistic children aged 2–21 years and parents, I: clinic-based parent sleep education interventions, O: sleep participation, sleep behavior, sleep latency, sleep efficiency	ASD AND parent sleep education AND sleep participation/sleep behavior/sleep latency/sleep efficiency

*Across recommendations, the comparison condition was generally usual care, no intervention, or alternative interventions. To avoid repetition, the comparison element C is not displayed in the table.

** ASD in this table represents all equivalent autism-related search terms used in the full search strategies, including “autism spectrum disorder,” “autism,” “autistic disorder,” and database-specific variants.

*** ADL in this table represents all equivalent daily-living-related search terms used in the full search strategies, including “activities of daily living,” “daily living skills,” “self-care,” “self-care skills,” “personal activities of daily living,” “instrumental activities of daily living,” and database-specific variants.