

Evidence Based Practices for 0-2 with Autism Spectrum Disorder

A reflection on "Evidence Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder"
by Wong, Odom, et. al.

Research

- Report released January 2014, updated from the 2008 report
- Supported by:
 - Autism Evidence-Based Practices Review Group
 - Frank Porter Graham Child Development Institute, UNC Chapel Hill
 - US Dept. of Education, Office of SPED Programs and the Institute of Education Science
- Demand for research on effective educational and therapeutic services comes from the increased prevalence of ASD
- Evidence based practices are proven effective in promoting positive outcomes and meeting the goals for the child
- 495 articles reviewed for inclusion in the publication; 27 of those met the criteria and were included; Of those 27, 11 are designed for 0-2 year olds. Only one of these was newly released in the 2014 publication.

Inclusion Criteria for Studies	
<i>Population/Participants</i>	<i>Individuals with ASD between birth and 22 years of age</i>
<i>Interventions</i>	<i>Behavioral, developmental, or educational in nature and could be implemented in typical educational intervention settings (school, home community)</i>
<i>Comparison</i>	<i>Interventions compared to no intervention or alternate intervention conditions</i>
<i>Outcomes</i>	<i>Behavioral, developmental, or academic outcomes</i>
<i>Study Design</i>	<i>Experimental group design, quasi-experimental group design, or single-case design</i>

(Table 2 from Article)

Research

Eleven evidence based practices found for 0-2 year olds

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|------------------------------------|---------------------------|
| 1. Antecedent-Based Intervention | 7. Prompting |
| 2. Functional Behavior Assessment* | 8. Reinforcement |
| 3. Modeling** | 9. Social Skills Training |
| 4. Naturalistic Intervention | 10. Video Modeling |
| 5. Parent-Implemented Intervention | 11. Visual Supports |
| 6. Pivotal Response Training | |

- The only addition to the newest publication is **modeling**
- Modeling is the demonstration of a target behavior that results in imitation by the learner. Through practice, the learner acquires the target behavior.
- Research includes modeling as an evidence based practice for social, communication, joint attention, play, school-readiness, academic, and vocational skills interventions

For Interventionists

1. National Professional Development Center on Autism Spectrum Disorders at: <http://autismpdc.fpg.unc.edu/>
2. Click "Evidence-Based Practices" on the left
3. Click "Autism Internet Modules"
4. Create account on the "Autism Internet Modules" website

*FBA coming soon

**Modeling expected

<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.