Contents

Foreword xi
About the Editors xiii

Part I
Introduction

Chapter 1
Evidence-Based Practices in Autism: Where We Started 3
Brian Reichow and Fred R. Volkmar

Where We Started 4
What Is Evidence-Based Practice? 8
Previous Definitions of Evidence-Based Practice Applied to Research in Autism 10
Conclusion 17

Chapter 2
Development, Procedures, and Application of the Evaluative Method for Determining Evidence-Based Practices in Autism 25
Brian Reichow

Background 25
Research Report Rigor 26
Research Report Strength Ratings 30
Criteria for Levels of EBP 31
Application of the EBP Status Formula and EBP Criteria 33
Discussion 35
Appendix A: Rating Form for Studies Using Group Research Design Studies 38
Appendix B: Rating Form for Studies Using Single Subject Experimental Designs 38
Appendix C: EBP Status Worksheet 39
Chapter 3
On the Reliability and Accuracy of the Evaluative Method for Identifying Evidence-Based Practices in Autism 41
Domenic V. Cicchetti

Introduction 41
The Kappa Statistic Defined 42
Kappa Paradoxes 43
Assessing the Validity of the Evaluative Method for Providing Evidence of EBP in Autism 46
The Mathematical Relationship Between Inter-rater Reliability and Predictive Validity 48
Comparing the Youden and Dom-Index Values of Kappa to Cohen’s Kappa 49
Conclusion 50

PART II
TREATMENT REVIEWS

Chapter 4
Evidence-Based Treatment of Behavioral Excesses and Deficits for Individuals with Autism Spectrum Disorders 55
Michael D. Powers, Mark J. Palmieri, Kristen S. D’Eramo, and Kristen M. Powers

Introduction 55
Evidence-Based Components of Intervention 57
Functional Behavior Assessment 59
Functional Communication Training 68
Noncontingent Reinforcement 70
Behavioral Momentum 74
Behavioral Treatment of Sleep Problems in Individuals with Autism Spectrum Disorder 77
Other Evidence-Based Practices for Treating Problem Behavior in individuals with Autism Spectrum Disorders 86
Conclusion 86
Chapter 5
Evidence-Based Treatments in Communication for Children with Autism Spectrum Disorders 93

Patricia A. Prelock, Rhea Paul, and Elizabeth M. Allen

Introduction 93
Prelinguistic Communication 94
Early Language Level 123
The Acquisition of Language 141
Conclusion 158

Chapter 6
Treatments to Increase Social Awareness and Social Skills 171

Suzannah J. Ferraioli and Sandra L. Harris

Introduction 171
Joint Attention 172
Imitation 174
Peer Training 178
Social Stories 182
Teaching Social Skills and Social Cognition in Groups 185
Conclusion 192

Chapter 7
Cognitive Behavioral Therapy in High-Functioning Autism: Review and Recommendations for Treatment Development 197

Jeffrey J. Wood, Cori Fujii, and Patricia Renno

Introduction 197
Psychiatric Comorbidity in ASD 200
A Review of CBT and Related Mental Health Treatments in ASD 201
CBT in Autism Treatment: Future Directions 219
Conclusion 226

Chapter 8
Psychopharmacology in Children with PDD: Review of Current Evidence 231

Lawrence Scahill and Susan Griebell Boorin

Introduction 231
Hyperactivity 232
Repetitive Behavior 235
Serious Maladaptive Behavior 237
### Chapter 9
**Interventions That Address Sensory Dysfunction for Individuals with Autism Spectrum Disorders: Preliminary Evidence for the Superiority of Sensory Integration Compared to Other Sensory Approaches** 245

*Roseann C. Schaaf*

- Introduction 245
- What Is Sensory Dysfunction in ASD? 246
- Interventions to Address Sensory Dysfunction 247
- Evidence for the Sensory-Integrative Approach 249
- Evidence for Specific Sensory Techniques 256
- Conclusion 269

### Chapter 10
**Dietary, Complementary, and Alternative Therapies** 275

*Susan L. Hyman and Susan E. Levy*

- Introduction 275
- Epidemiology of CAM 276
- Decision to Use CAM for Symptoms of ASD 276
- Evaluation of CAM Therapies 276
- Evidence for Common CAM Treatments 279
- Conclusion 287

### PART III
**RESEARCH TO PRACTICE**

### Chapter 11
**The Role of Adaptive Behavior in Evidence-Based Practices for ASD: Translating Intervention into Functional Success** 297

*Katherine D. Tsatsanis, Celine Saulnier, Sara S. Sparrow, and Domenic V. Cicchetti*

- Introduction 297
- Adaptive Behavior 298
- Evidence-Based Practices in Adaptive Behavior Intervention 300
- Adaptive Behavior: A Fundamental Component of the Treatment Process 300
- Adaptive Behavior as a Measure of Outcome 303
- Conclusion 305
- Appendix: Vineland-II 307
Chapter 12
Practicing Evidence-Based Practices  309
Ruth Blennerhassett Eren and Pamela Owen Brucker

Introduction  309
Professional Preparation or Training for Teacher Certification  312
In-service Training  315
The Teaming Process  318
Conclusion  324
Appendix 1: Initial Knowledge and Skill Set: Teachers
of Individuals with Developmental Disabilities/Autism  327
Appendix 2: Advanced Knowledge and Skill Set: Developmental Disabilities/
  Autism Specialist  334
Appendix 3: Sample Team Meeting Notes  338
Appendix 4: Sample Educational Matrix  339
Appendix 5: Sample Curriculum Template  340
Appendix 6: Sample Ecological Inventory  341

Chapter 13
The Implementation of Evidence-Based Practices
  in Public Schools  343
Peter Doehring and Vincent Winterling

Introduction  343
The Delaware Autism Program  344
Defining EBP for Educators  345
Identifying Broad and Individualized EBP  347
Implementing EBP  355
Case Study: Adopting a Proactive Approach to Behavior Support  357
Conclusion  360

Chapter 14
Evidence-Based Practices in Autism: Where
We Are Now and Where We Need to Go  365
Fred R. Volkmar, Brian Reichow, and Peter Doehring

Where We Are Now  366
Treatment Research and Evaluation  367
The Gap Between Research and Practice  373
Where We Need to Go  375
Final Thoughts  382
Appendix: Research Databases for Information on Autism Treatments  390

Index  393
Evidence-Based Practices and Treatments for Children with Autism
Reichow, B.; Doehring, P.; Cicchetti, D.V.; Volkmar, F.R. (Eds.)
2011, XVIII, 408 p. 4 illus., Hardcover
ISBN: 978-1-4419-6973-6