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