

---L'Evidenze di ricerca degli Interventi Basati sull'Antecedenti---

Il [National Professional Development Center \(NPDC\) on Autism Spectrum Disorder](#) ha adottato i seguenti criteri per determinare se una pratica sia evidence-based. (cioè basata sulle 'evidenze d ricerca). Il report sulle PBE fornisce maggiori informazioni riguardo al processo con cui sono state esaminate le diverse ricerche prese in esame (Wong et al., 2014).

L'efficacia deve essere stabilita prendendo in considerazione ricerche di alta qualità pubblicate su giornali scientifici, che hanno superato una revisione fra pari che facciano ricorso a :

- Studi randomizzati o quasi-sperimentali (due studi sperimentali ad alta qualità o studi quasi sperimentali)
- Studi su caso singolo (tre diversi esaminatori o i gruppi di ricerca devono avere condotto 5 studi su caso singolo di alta qualità).
- Combinazione di differenti evidenze scientifiche [(una ricerca ad alta qualità con gruppo randomizzato o quasi sperimentale e tre studi ad alta qualità su caso singolo condotti da almeno tre diversi esaminatori o da gruppi di ricerca differenti (sia negli studi che coinvolgono gruppi di soggetti che su casi singoli)].

RASSEGNA

Intervento Basato sull' Antecedente rispetta i criteri stilati dal [NPDC](#) per essere definito un intervento basato sull'evidenza con 32 studi di ricerca su caso singolo. Questa pratica si rivela efficace con alunni da età precoce (0-2 anni) fino a alunni delle scuole superiori (15-22 anni). Le Pratiche basate sull'Evidenza (PBE) e gli studi contenuti nel [2014 EBP report](#) illustrano in dettaglio come l'intervento basato sull' antecedente possa essere usato in modo efficace nel lavoro in diverse aree: sociale, comunicazione, comportamentale, prerequisiti all'apprendimento scolastico, motoria, adattiva e risultati scolastici.

Nella tabella qui sotto , sono riportate le aree su cui poter ottenere risultati positivi tramite l'impiego delle IBA in base all'età dei soggetti.

Interventi precoci (0-2 anni)	Scuola dell'Infanzia (3-5 anni)	Scuola Primaria (6-11 anni)	Scuola Secondaria di primo grado (12-14 anni)	Scuola secondaria di Secondo grado (15-22 anni)
	Sociale	Sociale	Sociale	Sociale
	Comunicazione	Comunicazione	Comunicazione	Comunicazione
Comportamentale	Comportamentale	Comportamentale	Comportamentale	Comportamentale
	Prerequisiti all'apprendimento scolastico	Prerequisiti all'apprendimento scolastico	Prerequisiti all'apprendimento scolastico	
Gioco	Gioco	Gioco		
		Abilità motorie		
	Comportamento Adattivo	Comportamento Adattivo	Comportamento Adattivo	
	Risultati Scolastici	Risultati Scolastici		Risultati Scolastici

Interventi precoci (0-2 anni)

Reinhartsen, D. B., Garfinkle, A. N., & Wolery, M. (2002). Engagement with toys in two-year-old children with autism: Antecedent-based Intervention National Professional Development Center on ASD 2015 2 Teacher selection versus child choice. *Research and Practice for Persons with Severe Disabilities*, 27(3), 175-187. doi: 10.2511/rpsd.27.3.175

Scuola dell'infanzia (3-5 anni)

*Cale, S. I., Carr, E. G., Blakeley-Smith, A., & Owen-DeSchryver, J. S. (2009). Context-based assessment and intervention for problem behavior in children with autism spectrum disorder. *Behavior modification*, 33(6), 707-742. doi:10.1177/0145445509340775

*Carter, C. M. (2001). Using choice with game play to increase language skills and interactive behaviors in children with autism. *Journal of Positive Behavior Interventions*, 3(3), 131-151. doi: 10.1177/109830070100300302

Dunlap, G., & Plienis, A. J. (1991). The influence of task size on the unsupervised task performance of students with developmental disabilities. *Education and Treatment of Children*, 14(2), 85-95.

*Koegel, L. K., Koegel, R. L., Frea, W., & Green-Hopkins, I. (2003). Priming as a method of coordinating educational services for students with autism. *Language, Speech, and Hearing Services in Schools*, 34(3), 228. doi: 10.1044/0161-1461(2003/019)

*Rapp, J. T., Vollmer, T. R., Peter, C., Dozier, C. L., & Cotnoir, N. M. (2004). Analysis of response allocation in individuals with multiple forms of stereotyped behavior. *Journal of Applied Behavior Analysis*, 37(4), 481-501. doi: 10.1901/jaba.2004.37-481

*Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Davis, T., Lancioni, G., & Sigafoos, J. (2011a). Effects of motivating operations on problem and academic behavior in classrooms. *Journal of Applied Behavior Analysis*, 44(1), 187-192. doi:10.1901/jaba.2011.44-187

*Rispoli, M. J., O'Reilly, M. F., Sigafoos, J., Lang, R., Kang, S., Lancioni, G., & Parker, R. (2011b). Effects of pre-session satiation on challenging behavior and academic engagement for children with autism during classroom instruction. *Education and Training in Autism and Developmental Disabilities*, 46(4), 607.

*Schreibman, L., Whalen, C., & Stahmer, A. C. (2000). The use of video priming to reduce disruptive transition behavior in children with autism. *Journal of Positive Behavior Interventions*, 2(1), 3-11. doi: 10.1177/1098300700002001

*Taylor, B. A., Hoch, H., Potter, B., Rodriguez, A., Spinnato, D., & Kalaigian, M. (2005). Manipulating establishing operations to promote initiations toward peers in children with autism. *Research in Developmental Disabilities* 26(4), 385-392. doi: 10.1016/j.ridd.2004.11.0034

Scuola elementare (6-11 anni)

Adcock, J., & Cuvo, A. J. (2009). Enhancing learning for children with autism spectrum disorders in regular education by instructional modifications. *Research in Autism Spectrum Disorders*, 3(2), 319-328. Doi 10.1016/j.rasd.2008.07.004

*Cale, S. I., Carr, E. G., Blakeley-Smith, A., & Owen-DeSchryver, J. S. (2009). Context-based assessment and intervention for problem behavior in children with autism spectrum disorder. *Behavior modification*, 33(6), 707-742. doi: 10.1177/0145445509340775

*Carter, C. M. (2001). Using choice with game play to increase language skills and interactive behaviors in children with autism. *Journal of Positive Behavior Interventions*, 3(3), 131-151. doi: 10.1177/109830070100300302

Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Other Developmental Disabilities*, 20(4), 223-230. doi: 10.1177/10883576050200040401

Dudley, L. L., Johnson, C., & Barnes, R. S. (2002). Decreasing rumination using a starchy food satiation procedure. *Behavioral Interventions*, 17(1), 21-29. doi: 10.1002/bin.104

Dyer, K., Dunlap, G., & Winterling, V. (1990). Effects of choice making on the serious problem behaviors of students with severe handicaps. *Journal of Applied Behavior Analysis*, 23(4), 515-524. doi: 10.1901/jaba.1990.23-515

Graff, R. B., & Green, G. (2004). Two methods for teaching simple visual discriminations to learners with severe disabilities. *Research in Developmental Disabilities*, 25(3), 295-307. doi: 10.1016/j.ridd.2003.08.002

Hagopian, L. P., & Toole, L. M. (2009). Effects of response blocking and competing stimuli on stereotypic behavior. *Behavioral Interventions*, 24(2), 117-125. doi: 10.1002/bin.278

Haley, J. L., Heick, P. F., & Luiselli, J. K. (2010). Use of an antecedent intervention to decrease vocal stereotypy of a student with autism in the general education classroom. *Child & Family Behavior Therapy*, 32(4), 311-321. doi:10.1080/07317107.2010.515527

Kliebert, M. L., & Tiger, J. H. (2011). Direct and distal effects of noncontingent juice on rumination exhibited by a child with autism. *Journal of Applied Behavior Analysis*, 44(4), 955-959. doi: 10.1901/jaba.2011.44-955

Ladd, M. V., Luiselli, J. K., & Baker, L. (2009). Continuous access to competing stimulation as intervention for self-injurious skin picking in a child with autism. *Child & Family Behavior Therapy*, 31(1), 54-60. doi:10.1080/07317100802701400

O'Connor, A. S., Prieto, J., Hoffmann, B., DeQuinzio, J. A., & Taylor, B. A. (2011). A stimulus control procedure to decrease motor and vocal stereotypy. *Behavioral Interventions*, 26(3), 231-242. doi: 10.1002/bin.335

Scuola elementare (6-11 anni) continua

*Rapp, J. T., Vollmer, T. R., Peter, C., Dozier, C. L., & Cotnoir, N. M. (2004). Analysis of response allocation in individuals Antecedent-based Intervention, with multiple forms of stereotyped behavior. *Journal of Applied Behavior Analysis, 37*(4), 481-501. doi:10.1901/jaba.2004.37-481

*Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Davis, T., Lancioni, G., & Sigafoos, J. (2011a). Effects of motivating operations on problem and academic behavior in classrooms. *Journal of Applied Behavior Analysis, 44*(1), 187-192. doi:10.1901/jaba.2011.44-187

*Rispoli, M. J., O'Reilly, M. F., Sigafoos, J., Lang, R., Kang, S., Lancioni, G., & Parker, R. (2011b). Effects of pre-session satiation on challenging behavior and academic engagement for children with autism during classroom instruction. *Education and Training in Autism and Developmental Disabilities, 46*(4), 607.

Roane, H. S., Kelly, M. L., & Fisher, W. W. (2003). The effects of noncontingent access to food on the rate of object mouthing across three settings. *Journal of Applied Behavior Analysis, 36*(4), 579-582. doi: 10.1901/jaba.2003.36579

*Schreibman, L., Whalen, C., & Stahmer, A. C. (2000). The use of video priming to reduce disruptive transition behavior in children with autism. *Journal of Positive Behavior Interventions, 2*(1), 3-11. doi: 10.1177/109830070000200102

*Stichter, J. P., Randolph, J. K., Kay, D., & Gage, N. (2009). The use of structural analysis to develop antecedent-based interventions for students with autism. *Journal of Autism and Developmental Disorders, 39*(6), 883-896. doi:10.1007/s10803-009-0693-8

*Taylor, B. A., Hoch, H., Potter, B., Rodriguez, A., Spinnato, D., & Kalaigian, M. (2005). Manipulating establishing operations to promote initiations toward peers in children with autism. *Research in Developmental Disabilities, 26*(4), 385-392. doi: 10.1016/j.ridd.2004.11.003

Scuola media (12-14 anni)

Ahearn, W. H. (2003). Using simultaneous presentation to increase vegetable consumption in a mildly selective child with autism. *Journal of Applied Behavior Analysis, 36*(3), 361-365. doi: 10.1901/jaba.2003.36-361

Butler, L. R., & Luiselli, J. K. (2007). Escape-maintained problem behavior in a child with autism antecedent functional analysis and intervention evaluation of noncontingent escape and instructional fading. *Journal of Positive Behavior Interventions, 9*(4), 195-202. doi: 0.1177/10983007070090040201

Graff, R. B., & Green, G. (2004). Two methods for teaching simple visual discriminations to learners with severe disabilities. *Research in Developmental Disabilities, 25*(3), 295-307. doi: 10.1016/j.ridd.2003.08.002

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Scuola media (12-14 anni) continua

*Taylor, B. A., Hoch, H., Potter, B., Rodriguez, A., Spinnato, D., & Kalaigian, M. (2005). Manipulating establishing operations to promote initiations toward peers in children with autism. *Research in Developmental Disabilities*, 26(4), 385-392. doi: 10.1016/j.ridd.2004.11.003

*Tiger, J. H., Fisher, W. W., Toussaint, K. A., & Kodak, T. (2009). Progressing from initially ambiguous functional analyses: Three case examples. *Research in developmental disabilities*, 30(5), 910-926. doi: 10.1016/j.ridd.2009.01.005

Scuola superiore (15-22 anni)

Ebanks, M. E., & Fisher, W. W. (2003). Altering the timing of academic prompts to treat destructive behavior maintained by escape. *Journal of Applied Behavior Analysis*, 36(3), 355-359. doi: 10.1901/jaba.2003.36-355

Kennedy, C. H. (1994). Manipulating antecedent conditions to alter the stimulus control of problem behavior. *Journal of Applied Behavior Analysis*, 27(1), 161-170. doi: 10.1901/jaba.1994.27-161

*Koegel, L. K., Koegel, R. L., Frea, W., & Green-Hopkins, I. (2003). Priming as a method of coordinating educational services for students with autism. *Language, Speech, and Hearing Services in Schools*, 34(3), 228. doi:10.1044/0161-1461(2003/019)

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Piazza, C. C., Hanley, G. P., & Fisher, W. W. (1996). Functional analysis and treatment of cigarette pica. *Journal of Applied Behavior Analysis*, 29(4), 437-450. doi: 10.1901/jaba.1996.29-437

Sigafoos, J., Green, V. A., Payne, D., O'Reilly, M. F., & Lancioni, G. E. (2009). A classroom-based antecedent intervention reduces obsessive-repetitive behavior in an adolescent with autism. *Clinical Case Studies*, 8(1), 3-13. doi:10.1177/1534650108327475

*Tiger, J. H., Fisher, W. W., Toussaint, K. A., & Kodak, T. (2009). Progressing from initially ambiguous functional analyses: Three case examples. *Research in developmental disabilities*, 30(5), 910-926. doi: 10.1016/j.ridd.2009.01.005

Walpole, C. W., Roscoe, E. M., & Dube, W. V. (2007). Use of a differential observing response to expand restricted stimulus control. *Journal of Applied Behavior Analysis*, 40(4), 707-712. doi: 10.1901/jaba.2007.707-712

* Ricerche che includono partecipanti con range di età diversi.