



---L'Evidenze di ricerca del Rinforzo---

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 di 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

Il rinforzo è una pratica di base utilizzata per insegnare le abilità target e aumentare il comportamento desiderato. Il rinforzo incontra la pratica basata sull'evidenza con 43 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, vocale e risultati scolastici.

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

INTERVENTI PRECOCI (0-2)	SCUOLA DELL'INFANZIA (3-5)	SCUOLA PRIMARIA (6-11)	SCUOLA SECONDARIA DI I GRADO (12-14)	SCUOLA SECONDARIA DI SECONDO GRADO (15-22)
	Abilità Sociali	Abilità Sociali	Abilità Sociali	Abilità Sociali
Comunicazione	Comunicazione	Comunicazione	Comunicazione	Comunicazione
Attenzione congiunta	Attenzione congiunta			Attenzione congiunta
	Comportamento	Comportamento	Comportamento	Comportamento
	Prerequisiti all'apprendimento o scolastico	Prerequisiti all'apprendimento o scolastico		
	Gioco	Gioco		Gioco
		Cognitivo		
	Abilità motorie			
	Comportamento Adattivo	Comportamento Adattivo	Comportamento Adattivo	Comportamento adattivo
	Motorio		Apprendimenti occupazionali	Apprendimenti occupazionali
		Accademico		

Interventi precoci (0-2 anni)

Esch, B. E., Carr, J. E., & Grow, L. L. (2009). Evaluation of an enhanced stimulus-stimulus pairing procedure to increase early vocalizations of children with autism. *Journal of Applied Behavior Analysis*, 42(2), 225-241. Doi: 10.1901/jaba.2009.42-225

Young, J. M., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (1994). Generalized imitation and response-class formation in children with autism. *Journal of Applied Behavior Analysis*, 27(4), 685-697. doi: 10.1901/jaba.1994.27 685

Scuola dell'infanzia (3-5 anni)

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LeBlanc, L. A., Carr, J. E., Crossett, S. E., Bennett, C. M., & Detweiler, D. D. (2005). Intensive outpatient behavioral treatment of primary urinary incontinence of children with autism. *Focus on Autism and Other Developmental Disabilities*, 20(2), 98-105. doi:10.1177/10883576050200020601

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*Levin, L., & Carr, E. G. (2001). Food selectivity and problem behavior in children with developmental disabilities analysis and intervention. *Behavior Modification*, 25(3), 443-470. doi: 10.1177/0145445501253004

Normand, M. P., & Beaulieu, L. (2011). Further evaluation of response-independent delivery of preferred stimuli and child compliance. *Journal of Applied Behavior Analysis*, 44(3), 665-669. doi: 10.1901/jaba.2011.44-665

*Nuzzolo-Gomez, R., Leonard, M. A., Ortiz, E., Rivera, C. M., & Greer, R. D. (2002). Teaching children with autism to prefer books or toys over stereotypy or passivity. *Journal of Positive Behavior Interventions*, 4(2), 80-87. doi: 10.1177/109830070200400203

Reichle, J., Johnson, L., Monn, E., & Harris, M. (2010). Task engagement and escape maintained challenging behavior: differential effects of general and explicit cues when implementing a signaled delay in the delivery of reinforcement. *Journal of Autism and Developmental Disorders*, 40(6), 709-720. doi: 10.1007/s10803-010-0946-6

*Sidener, T. M., Shabani, D. B., Carr, J. E., & Roland, J. P. (2006). An evaluation of strategies to maintain mands at practical levels. *Research in Developmental Disabilities*, 27(6), 632-644. doi: 10.1016/j.ridd.2005.08.002

Tarbox, R. S., Ghezzi, P. M., & Wilson, G. (2006). The effects of token reinforcement on attending in a young child with autism. *Behavioral Interventions*, 21(3), 155-164. doi: 10.1002/bin.213

Tsiouri, I., & Greer, R. D. (2007). The role of different social reinforcement contingencies in inducing echoic tacts through motor imitation responding in children with severe language delays. *Journal of Early and Intensive Behavior Intervention*, 4(4), 629-647

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*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

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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

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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 dick

Scuola elementare (6-11 anni)

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Milo, J. S., Mace, F. C., & Nevin, J. A. (2010). The effects of constant versus varied reinforcers on preference and resistance to change. *Journal of the experimental analysis of behavior*, 93(3), 385-394. doi: 10.1901/jeab.2010.93-385

Newman, B. (2005). Self-management of initiations by students diagnosed with autism. *The Analysis of Verbal Behavior*, 21(1), 117

*Nuzzolo-Gomez, R., Leonard, M. A., Ortiz, E., Rivera, C. M., & Greer, R. D. (2002). Teaching children with autism to prefer books or toys over stereotypy or passivity. *Journal of Positive Behavior Interventions*, 4(2), 80-87. doi: 10.1177/109830070200400203

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*Stevens, C., Sidener, T. M., Reeve, S. A., & Sidener, D. W. (2011). Effects of behavior-specific and general praise, on acquisition of tacts in children with pervasive developmental disorders. *Research in Autism Spectrum Disorders*, 5(1), 666-669. doi: 10.1016/j.rasd.2010.08.003

Scuola media (12-14 anni)

Graff, R. B., & Larsen, J. (2011). The relation between obtained preference value and reinforcer potency. *Behavioral Interventions*, 26(2), 125-133. doi: 10.1002/bin.325

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Hagopian, L. P., Farrell, D. A., & Amari, A. (1996). Treating total liquid refusal with backward chaining and fading. *Journal of Applied Behavior Analysis*, 29(4), 573-575. doi: 10.1901/jaba.1996.29-573

Harchik, A. E., Harchik, A. J., Luce, S. C., & Sherman, J. A. (1990). Teaching autistic and severely handicapped children to recruit praise: Acquisition and generalization. *Research in developmental disabilities*, 11(1), 77-95. doi: 10.1016/0891-4222(90)90006-T

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Scuola superiore (15-22 anni)

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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

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*Research which included participants in multiple age ranges