WHAT ARE EVIDENCE BASED PRACTICES AND WHY SHOULD WE USE THEM?

BRIEF OVERVIEW DEVELOPED FOR FAMILY SUPPORT AGENCY STAFF
WHAT IS CAPTAIN?  (BRIEF VIDEO)
HOW MANY RESULTS DO YOU THINK YOU WOULD GET IF YOU DID A SEARCH FOR “AUTISM TREATMENT”?
RESULTS: 177,000,000 FOR AUTISM TREATMENT ON OCTOBER 17, 2018!!!!
What are Evidence-Based Practices (EBPs) for ASD?

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NPDC definition of an EBP:

“Focused intervention practices that have substantial evidence for effectiveness in promoting positive outcomes for learners with ASD”
WHY ARE THESE EBP RESOURCES SO IMPORTANT?
Knowing these EBPs:

– helps us know which treatments have evidence of effectiveness and which treatments do not

– allows us to make informed decisions when we select treatments

– provides us with the opportunity to support individuals with ASD in reaching their full potential
Antecedent-based interventions
Cognitive behavioral intervention*
Differential reinforcement
Discrete trial training
Exercise
Extinction
Functional behavior assessment
Functional communication training
Modeling
Naturalistic interventions
Parent-implemented intervention
Peer-mediated instruction/intervention
Picture Exchange Communication System™

Pivotal response training
Prompting
Reinforcement
Response interruption/redirection
Scripting
Self-management
Social narratives
Social skills training
Structured play groups
Task analysis
Technology-aided intervention/instruction
Time delay
Video modeling
Visual supports
The following interventions have been identified as falling into the Established level of evidence:

- Behavioral Interventions
- Cognitive Behavioral Intervention Package
- Comprehensive Behavioral Treatment for Young Children
- Language Training (Production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-Management
- Social Skills Package
- Story-based Intervention

14 ESTABLISHED INTERVENTIONS
(for individuals under age 22)
Emerging Interventions are those for which one or more studies suggest they may produce favorable outcomes. However, before we can be fully confident that the interventions are effective, additional high quality studies are needed that consistently show these interventions to be effective for individuals with ASD. Based on the available evidence, we are not yet in a position to rule out the possibility that Emerging Interventions are, in fact, not effective.

A large number of studies fall into the Emerging level of evidence. We believe scientists should find fertile ground for further research in these areas.

The following interventions have been identified as falling into the Emerging level of evidence:

- Augmentative and Alternative Communication Devices
- Developmental Relationship-based Treatment
- Exercise
- Exposure Package
- Functional Communication Training
- Imitation-based Intervention
- Initiation Training
- Language Training (Production & Understanding)
- Massage Therapy
- Multi-component Package
- Music Therapy
- Picture Exchange Communication System
- Reductive Package
- Sign Instruction
- Social Communication Intervention
- Structured Teaching
- Technology-based Intervention
- Theory of Mind Training

**18 EMERGING INTERVENTIONS**
(for individuals under age 22)
Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:

- Animal-assisted Therapy
- Auditory Integration Training
- Concept Mapping
- DIR/Floor Time
- Facilitated Communication
- Gluten-free/Casein-free diet
- Movement-based Intervention
- SENSE Theatre Intervention
- Sensory Intervention Package
- Shock Therapy
- Social Behavioral Learning Strategy
- Social Cognition Intervention
- Social Thinking Intervention

13 UNESTABLISHED INTERVENTIONS
(for individuals under age 22)
Research Findings for Adults (22+ Years)

Established Interventions for Adults

The only intervention to be identified as Established for individuals ages 22 years and older is Behavioral Interventions. The Behavioral Intervention category consists of applied behavior analytic interventions to increase adaptive behaviors and decrease challenging behaviors. Examples of specific strategies identified in the 17 articles supporting Behavioral Interventions are provided in the table on the following page.

Emerging Interventions for Adults

Emerging Interventions are those for which one or more studies suggest they may produce favorable outcomes. However, before we can be fully confident that the interventions are effective, additional high quality studies are needed that consistently show these interventions to be effective for individuals with ASD. Based on the available evidence, we are not yet in a position to rule out the possibility that Emerging Interventions are, in fact, not effective.

The following intervention has been identified as falling into the Emerging level of evidence:
- Vocational Training Package

Unestablished Interventions for Adults

Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:
- Cognitive Behavioral Intervention Package
- Modeling
- Music Therapy
- Sensory Integration Package
CAPTAIN RECOMMENDS

• Use 27 EBPs from NPDC

• Use 14 Established Interventions for Ages 0-22 from NAC

• Use 1 Established Intervention for Ages 22+ from NAC
SUMMARY—Why are EBPs important to know:

• helps us know which treatments have evidence of effectiveness and which treatments do not

• allows us to make informed decisions when we select treatments

• provides us with the opportunity to support individuals with ASD in reaching their full potential
Use these Quick Links on the CAPTAIN website to access these EBP resources!
SHARE INFORMATION ABOUT CAPTAIN WITH YOUR FRC

Tools to use:

• Five minute video posted to the CAPTAIN homepage (http://www.captain.ca.gov/index.html)

• CAPTAIN brochure posted under the ‘About’ tab (http://www.captain.ca.gov/about.html)

• Cadre Requirements Powerpoint posted to ‘About’ tab (http://www.captain.ca.gov/about.html)