
*Risorse e ricerca per
riconoscere, identificare e
intervenire nella fascia 0-3 anni*

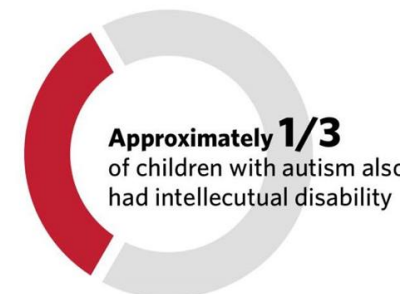
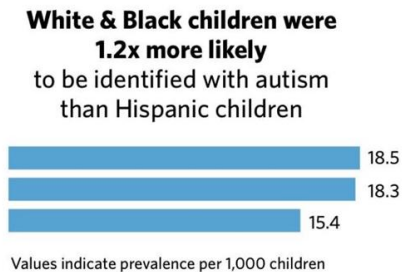
*Elena Clò, Ph.D.
BCBA 1-10-6850*



<http://www.paneecioccolata.com/home/risorse/229-evidence-based-practice-i-giovedi-dellevidenza-2020.html>
per una sintesi in italiano

«L'autismo è attualmente una delle condizioni umane più studiate e discusse, e la sua prevalenza spinge tutti coloro che sono coinvolti nell'intervento precoce, nell'educazione e nella clinica a ricercare quali pratiche siano le più efficaci e abbiamo dimostrato un impatto positivo nella traiettoria di sviluppo»

<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>



Adapted from Centers for Disease Control; Maenner et al., 2020



Risorse gratuite per il monitoraggio

Risorse disponibili online in inglese

- <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- <https://scgc.babynavigator.com/ages/1-2Months>

Ricerche attive in Italia

- <https://fiirst.com/>
Fostering Infant Responsivity and Reciprocity – Support to Thrive, IRCCS Stella Maris
- <https://osservatorionazionaleautismo.iss.it/nida>
Protocollo di sorveglianza NIDA, Istituto Superiore di Sanità



CDC: Monitoraggio delle tappe dello sviluppo

Materiali scaricabili: video, tabelle, foto, app in inglese e spagnolo

Descrizione sviluppo tipico dai 2 ai 30 mesi

Segnali di sviluppo anomalo o rallentato

Indicazioni di gioco e attività

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>



Milestones In Action : By Six Months

[Español \(Spanish\)](#)

Milestones Photo and Video Library

[Social/Emotional](#) [Language/Communication](#) [Cognitive](#) [Movement/Physical Development](#)



Knows familiar faces and begins to know if someone is a stranger

Description
In the first image of this series of 2, the baby is smiling and looks comfortable because she is familiar with the person she sees. Knowing familiar faces is a 6-month social/emotional milestone.



In the second image of this series of 2, the baby looks unsure because she does not know the person she sees. Beginning to know if someone is a stranger is a 6-month social/emotional milestone.

[Right click here and select "Save Target As..." for hi-resolution image \(29.35 MB\)](#) (Image 1)

[Right click here and select "Save Target As..." for hi-resolution image \(29.35 MB\)](#) (Image 2)



Likes to play with others, especially parents

Description
This baby is displaying a 6-month social/emotional milestone - enjoying playtime with someone.

[Right click here and select "Save Target As..." for hi-resolution image \(36.20 MB\)](#)



2021: Revisione delle milestones CDC

Evidence-Informed Milestones for Developmental Surveillance Tools

Jennifer M. Zubler, MD,^{a,b} Lisa D. Wiggins, PhD,^a Michelle M. Macias, MD,^{c,*} Toni M. Whitaker, MD,^d
Judith S. Shaw, EdD, MPH, RN,^e Jane K. Squires, PhD,^f Julie A. Pajek, PhD,^g Rebecca B. Wolf, MA,^k
Karnesha S. Slaughter, MPH,^a Amber S. Broughton, MPH,^a Krysta L. Gerndt, MPH,^h Bethany J. Mlodoch,^h
Paul H. Lipkin, MD^{i,j,*}

The Centers for Disease Control and Prevention's (CDC) *Learn the Signs. Act Early* program, funded the American Academy of Pediatrics (AAP) to convene an expert working group to revise its developmental surveillance checklists. The goals of the group were to identify evidence-informed milestones to include in CDC checklists, clarify when most children can be expected to reach a milestone (to discourage a wait-and-see approach), and support clinical judgment regarding screening between recommended ages. Subject matter experts identified by the AAP established 11 criteria for CDC milestone checklists, including using milestones most children ($\geq 75\%$) would be expected to achieve by specific health supervision visit ages and those that are easily observed in natural settings. A database of normative data for individual milestones, common screening and evaluation tools, and published clinical opinion was created to inform revisions. Application of the criteria established by the AAP working group and adding milestones for the 15- and 30-month health supervision visits resulted in a 26.4% reduction and 40.9% replacement of previous CDC milestones. One third of the retained milestones were transferred to different ages; 67.7% of those transferred were moved to older

abstract



^aNational Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, Georgia; ^bEagle Global Scientific, LLC, San Antonio, Texas; ^cDivision of Developmental-Behavioral Pediatrics, Medical University of South Carolina, Charleston, South Carolina; ^dDivision of Developmental Pediatrics, Department of Pediatrics, The University of Tennessee Health Science Center, Memphis, Tennessee; ^eVermont Child Health Improvement Program, Department of Pediatrics, Larner College of Medicine, The University of Vermont, Burlington, Vermont; ^fCenter on Human Development (Professor Emerita), University of Oregon, Eugene, Oregon; ^gMetroHealth Medical Center, Case Western Reserve University, Cleveland, Ohio; ^hAmerican Academy of Pediatrics, Itasca, Illinois; ⁱKennedy Krieger Institute, Baltimore, Maryland; ^jJohns Hopkins School of Medicine, Baltimore, Maryland; and ^kNational Center on Birth Defects and Developmental Disabilities (retired), Centers for Disease Control and Prevention, Atlanta, Georgia
*Contributed equally to the study and writing.



Abilità Socio Comunicative 0-24 mesi

Florida State University



Milestones that Matter Most 1-2 months

Language

Gestures & Meanings

☐ I can orient toward your voice and change what I'm doing in response to you.

- Smile at you when you come to kiss me
- Watch you as you wipe me down with a cloth
- Look at you and smile when you sing to me
- Turn toward you when you come close and call my name
- Move my arms when Grandpa calls my name and reaches for me



Sounds & Words

☐ I can make gurgling sounds when I'm happy and different cries when I'm upset.

- Make a loud cry when my needs are urgent, like when I'm hungry or in pain
- Whine and fuss when you change my diaper
- Control my cry and begin to use happy sounds when you comfort me
- Make happy gurgling sounds when you pick me up after a nap
- Make a whiny or sleepy cry when I'm tired and squeal when I'm excited

Play

Using Actions with Objects

☐ I can move my fingers and bring my hands to my mouth.

- Bring my fist to my mouth and suck on it
- Grasp your finger when you stroke my hand
- Close my fingers around the chew toy you offer to me
- Grasp at your hair when you're holding me
- Grab my toes and bring them to my mouth



Social Sharing with Objects

☐ I can easily look at faces and objects that are near me.

- See the toy my sister holds up to show me, then look back at her face
- Look at the shapes on my crib sheets and then up to you as you approach my crib
- Notice the ceiling fan but quickly turn to you when I see your face
- Look toward my new diaper you just picked up, then back up to you
- Notice the pattern on your shirt while I'm nursing, but prefer to linger on your face

Social Interaction

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Screening: strumenti validati somministrati da personale specialistico

Meta-analysis of the Modified Checklist for Autism in Toddlers, Revised/Follow-up for Screening

Ramkumar Aishworiya, MMed,^{a,b,c} Van Kim Ma, MD,^{a,d} Susan Stewart, PhD,^e Randi Hagerman, MD,^{a,d} Heidi M. Feldman, MD, PhD^f

CONTEXT: The Modified Checklist for Autism in Toddlers, Revised with Follow-up (M-CHAT-R/F) **abstract** is used worldwide to screen for autism spectrum disorder (ASD).

OBJECTIVE: To calculate psychometric properties of the M-CHAT-R/F for subsequent diagnosis of ASD.

DATA SOURCES: Systematic searches of Medline, Embase, SCOPUS, and Trip Pro databases from January 2014 to November 2021.

STUDY SELECTION: Studies were included if they (1) used the M-CHAT-R/F (2) applied standard scoring protocol, (3) used a diagnostic assessment for ASD, and (4) reported at least 1 psychometric property of the M-CHAT-R/F.

DATA EXTRACTION: Two independent reviewers completed screening, full-text review, data extraction, and quality assessment, following Preferred Reporting Items for Systematic Reviews and Meta-analyses guidelines. A random-effects model was used to derive pooled estimates and assess for between-study heterogeneity.

RESULTS: Of 667 studies identified, 15 with 18 distinct samples from 10 countries (49 841 children) were used in the meta-analysis. Pooled positive predictive value (PPV), was 57.7% (95% confidence interval [CI] 48.6–66.8, $\tau^2 = 0.031$). PPV was higher among high-risk (75.6% [95% CI 66.0–85.2]) than low-risk samples (51.2% [95% CI 43.0–59.5]). Pooled negative predictive value was 72.5% (95% CI 62.5–82.4, $\tau^2 = 0.031$), sensitivity was 82.6% (95% CI 76.2–88.9) and specificity 45.7% (95% CI 25.0–66.4).

LIMITATIONS: Negative predictive value, sensitivity, and specificity were calculated based on small sample sizes because of limited or no evaluation of screen-negative children.

CONCLUSIONS: These results support use of the M-CHAT-R/F as a screening tool for ASD.

Autism. 2008 September ; 12(5): 487–511. doi:10.1177/1362361308094501.

Validation of the Infant-Toddler Checklist as a Broadband Screener for Autism Spectrum Disorders from 9 to 24 Months of Age

Amy M. Wetherby, Susan Brosnan-Maddox, Vickie Peace, and Laura Newton
Florida State University

Abstract

The purpose of this study was to examine the validity of the Infant-Toddler Checklist (ITC) as a broadband screener to detect infants and toddlers with communication delays including ASD from a general population sample. The ITC was used to screen 5,385 children from 6–24 months of age. Three surveillance methods were used to detect children with possible ASD and diagnosis was confirmed at a mean age of 3 years. Positive and negative predictive values support the validity of the ITC for children 9–24 months of age but not 6–8 months. Of 60 children diagnosed with ASD, 56 had a positive screen on the ITC; parent concern increased with child age from less than half reporting concern from 6–15 months and nearly three-fourths at 21–24 months. Implications for improving early detection of ASD are discussed.



Risorse gratuite a supporto dell'intervento

- <https://www.helpisinyourhands.org/>
- <https://autismnavigator.com/>
- <https://my.babynavigator.com/>



Webinar online e risorse specifiche per bambini 18-24 mesi



[What is Autism?](#) [Family Resources](#) [Courses](#) [Webinars](#) [Provider Directory](#) [About](#)

Free for Everyone

Autism Navigator® About Autism in Toddlers



- Our first online course – FREE to the public
- For families, professionals, or anyone interested in learning about autism spectrum disorder (ASD)
- Video clips of over a dozen toddlers with ASD at 18-24 months of age

LEARN MORE

GET STARTED

WATCH PREVIEW

Autism Navigator® ASD Video Glossary



The ASD Video Glossary is a web-based tool built to help families and professionals learn more about the early signs of autism. This tool was developed by the Florida State University Autism Institute in collaboration with First Signs and Autism Speaks and has been available to the public free of charge since 2007. The Glossary contains more than 100 video clips illustrating the diagnostic features of ASD. Side-by-side video clips show behaviors that are typical in contrast with those that are red flags for autism. The Glossary also contains over 100 video clips to illustrate common treatments available for children with autism. The ASD Video Glossary has been brought into the Autism Navigator collection and updated to be in line with the new DSM-5 diagnostic framework.

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Elena Clò

<https://autismnavigator.com>

https://autismnavigator.com/release-video/ Cerca

Autism NAVIGATOR

What is Autism? Family Resources Courses Webinars Provider D

About Autism in Toddlers

HOME | IDEAS | GLOSSARY | TOOLS | HELP | EXIT

Critical Importance of Early Intervention

Early Signs of Autism Change with Intervention

Will at 18 months Will at 2-3 years

16 / 29 0:34 / 2:13

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RESOURCES

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How You Can Help

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Video corso divulgativo e gratuito che può essere ascoltato in inglese con o senza sottotitoli in inglese e spagnolo, con video che mettono a confronto lo sviluppo tipico e non per identificare i segnali di rischio in bambini tra i 12 e i 18 mesi in particolare nelle aree:

- Comportamento socio-comunicativo
- Repertorio ristretto di interessi
- Bandiere rosse nello sviluppo

About Autism in Toddlers

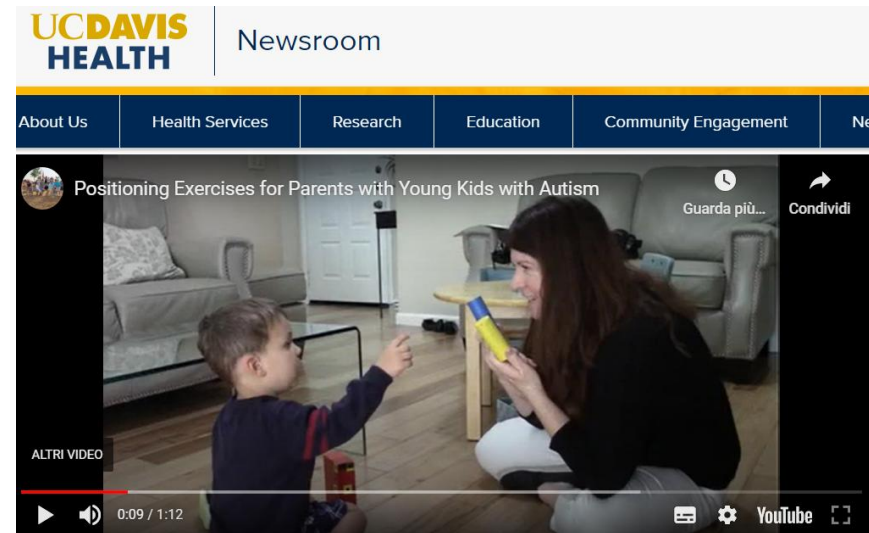
1. Course Introduction
2. Video: The Impact of Autism
3. Core Diagnostic Features of ASD
4. Combination of Features
5. Video: Recognizing Social Communication Features
6. Video: Recognizing Restricted and Repetitive Behaviors
7. Lack of Typical Behaviors
8. Presence of Unusual Behaviors
9. Unusual Behaviors May be Harder to Notice
10. More About Social Communication
11. More About Restricted Repetitive Behaviors
12. Check Your Knowledge
13. Video: Comparison of Autism and Typical Development
14. Impact of Autism on Development and Learning
15. Video: Unfolding of Red Flags
16. Video: Critical Importance of Early Intervention
17. Information Empowers Families
18. Understanding and Responding to Emotions of a Family
19. Video: Learning That Your Child May Have Autism

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Helpisinyourhands.org

Una risorsa per le famiglie con bambini piccolo con diagnosi di autismo e professionisti della cura che se ne occupano: un sito con 16 moduli formativi online che possono sostenere i genitori nell'integrare strategie e pratiche educative nella quotidianità familiare. Originariamente sviluppato nell'ambito di una progetto del dipartimento USA per l'educazione a sostegno di famiglie a basso reddito.





Video corso divulgativo e gratuito su specifiche strategie ESDM per sostenere e supportare la comunicazione e lo scambio sociale nel bambino.

Materiali specifici e suggerimenti pratici supportano il professionista che sia chiamato a sostenere e supportare la famiglia in un percorso di coaching sulle strategie esaminate nel corso.

Chiari riferimenti con capitoli e pagine specifiche del manuale per genitori che è anche tradotto in italiano con il titolo: Un intervento precoce per il tuo bambino con autismo, come utilizzare Early Start Denver Model in famiglia

help is in your hands

RESOURCES

FORUM

Topics

- ☒ View All
- ☐ Training Video
- ☐ Supplemental Videos
- ☐ Materials for Families
- ☐ Materials for Providers
- ☐ Session Materials

Product Materials

[Adult Learning Principles](#)

A brief lesson looking at how adults learn and how to use the principles of adult learning during parent coaching.

[C-ESDM Coaching Checklist](#)

A checklist for tracking the parent coach's use of C-ESDM structure and strategies for coaching parents.

[Checklist - Promoting Parent-mediated Child Learning Opportunities](#)

An article discussing how to use checklists to track parents' skills engaging children in interest-based everyday learning activities. [More](#)

[Collaborative Language Sheet](#)

Language to help establish collaborative partnerships with parents.

[Daily Activities Cartoon](#)

This handout can be used with families to help choose daily activities for strategy practice.

[Data Sheet](#)

A template for tracking children's progress on their behavioral objectives within and across sessions.

[Help Is in Your Hands Introduction](#)

A brief description of the Help is in Your Hands tools and how you can use them in your work with families.

[Materials Guide](#)

A comprehensive list of all the materials provided, along with a brief description of each.

[Module 1, Lesson 1 Tips](#)

This video provides some additional information and tips specific to each lesson to help in your work with families.

[Module 1, Lesson 2 Tips](#)

This video provides some additional information and tips specific to each lesson to help in your work with families.

[Module 1, Lessons 3 & 4 Tips](#)

This video provides some additional information and tips specific to each lesson to help in your work with families.

[Module Checklist](#)

A checklist of each Help is in Your Hands module and lesson.

[Online Training Syllabus and Webinar Guide](#)

A training plan and activities for using the Help is in Your Hands provider materials and webinars.

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Ricerca a supporto dell'intervento con bambini ad alta probabilità di diagnosi

Popolazioni ad alta probabilità

- Bambini con malformazioni cardiache congenite, basso peso alla nascita, forte prematurità
- Fratellini/ sorelline di bambini con diagnosi
- Bambini con parenti di primo grado con diagnosi



2002 Green, case report

Case Reports > Behav Modif. 2002 Jan;26(1):69-102. doi: 10.1177/0145445502026001005.

Intensive behavioral treatment for a toddler at high risk for autism

Gina Green¹, Lynn C Brennan, Deborah Fein

Affiliations + expand

PMID: 11799655 DOI: [10.1177/0145445502026001005](https://doi.org/10.1177/0145445502026001005)

Abstract

Intensive, comprehensive treatment using a variety of applied behavior analysis methods was provided to a toddler who was determined to be at high risk for autism at the age of about 1 year. Initially, treatment was delivered in a one-to-one adult-child format in the child's home and other settings, with gradual transitions to group instruction in early intervention and preschool classrooms. Intensive treatment continued for 3 years; by the 4th year, the child was spending most of her time in a regular preschool classroom, with minimal ongoing one-to-one instruction. Direct observational data and results of norm-referenced tests documented large increases in language, social, cognitive, and daily living skills over the course of treatment. After 4 years, the child demonstrated no behavioral or developmental abnormalities, performed above her chronological age level on norm-referenced tests of cognitive and language skills, and was functioning as a typical child in a regular public school kindergarten classroom.

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2017 Jones, Dawson, Kelly, Estes

Autism Res. 2017 May ; 10(5): 961–972. doi:10.1002/aur.1754.

Parent-Delivered Early Intervention in Infants at Risk for ASD: Effects on Electrophysiological and Habituation Measures of Social Attention

Emily J.H. Jones,

Centre for Brain & Cognitive Development, Birkbeck, University of London, London, WC1E 7HX,
United Kingdom

Geraldine Dawson,

Department of Psychiatry and Behavioral Sciences, Duke University, Duke Center for Autism and
Brain Development, 2608 Erwin Rd, Suite 300, Durham, North Carolina, 022705

Jean Kelly,

School of Nursing, University of Washington, 1959 NE Pacific St., Seattle, Washington, 98195

Center on Human Development and Disability, University of Washington, Seattle, Washington,
98195

Annette Estes, and

Department of Speech and Hearing Sciences, University of Washington, Seattle, Washington,
98195

Center on Human Development and Disability, University of Washington, Seattle, Washington,
98195

Sara Jane Webb

Department of Psychiatry & Behavioral Sciences, University of Washington, PO Box 5371, M/S
CW8-6, Seattle, Washington, 98145

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2020 e 2025 Tanner & Dounavi

Maximizing the potential for infants at-risk for autism spectrum disorder through a parent-mediated verbal behavior intervention

Amy Tanner ^a and Katerina Dounavi ^a

^aSchool of Social Sciences Education & Social Work, Queen's University of Belfast, Belfast, Northern Ireland

ABSTRACT

Over the past 10 years, very early detection of ASD has opened the way to establishing much-needed evidence-based interventions for infants under 18 months of age. A Behavior Skills Training package developed in a verbal behavior framework was the foundation for a parent-mediated service delivery model for 12–16-month infants presenting ASD symptoms. Training consisted of 12 weekly coaching sessions conducted with each parent-infant dyad in the family's home with the aim to increase social, communication and play skills. A battery of assessment tools was used pre and post-training, while parent and infant target behaviors were scored through videos taken during weekly sessions. Results indicate that social communication behaviors increased in all infant-parent dyads, while severity and number of autism symptoms decreased. By beginning intervention during infancy, brain neuroplasticity is leveraged maximizing the child's developmental trajectory. This is the first prospective study that provides a verbal behavior analytic framework to treat symptomatic infants.

ARTICLE HISTORY

Received 22 February 2019

Accepted 11 February 2020

KEYWORDS

Autism; parent-mediated intervention; high-risk infants; behavior skills training; verbal behavior analysis



2021, Whitehouse et al. Ibasis-VIPP 2024 JABA toddlers PICARA (2022)

JAMA Pediatrics | Original Investigation

Effect of Preemptive Intervention on Developmental Outcomes Among Infants Showing Early Signs of Autism A Randomized Clinical Trial of Outcomes to Diagnosis

Andrew J. O. Whitehouse, PhD; Kandice J. Varcin, PhD; Sarah Pillar, BScPathHons; Wesley Billingham, BSc; Gail A. Alvares, PhD; Josephine Barbaro, PhD; Catherine A. Bent, PhD; Daniel Blenkley, MEd; Maryam Boutros, PhD; Abby Chee, MPsych; Lacey Chetcuti, PhD; Alena Clark, BSc; Emma Davidson, BSc; Stefanie Dimov, MPsychSci; Cheryl Dissanayake, PhD; Jane Doyle, MCP; Megan Grant, DCP; Cherie C. Green, PhD; Megan Harrop, MSc; Teresa Iacono, PhD; Lisa Matys, BSc; Murray Maybery, PhD; Daniel F. Pope, MEd; Michelle Renton, BSc; Catherine Rowbottom, BSc; Nancy Sadka, DEd; Leonie Segal, PhD; Vicky Slonims, PhD; Jodie Smith, PhD; Carol Taylor, PhD; Scott Wakeling, MCP; Ming Wai Wan, PhD; John Wray, MBBS; Matthew N. Cooper, PhD; Jonathan Green, MBBS; Kristelle Hudry, PhD

Received: 22 October 2023 | Accepted: 16 August 2024

DOI: 10.1002/jaba.2913

RESEARCH ARTICLE

Journal of
Applied Behavior Analysis
SEAB
SOCIETY FOR EMOTIONAL AND BEHAVIORAL ANALYSIS

Telehealth general case parent training for children at risk for autism

Claire Shingleton-Smith | Julie Koudys | Alicia Azzano | Maurice Feldman

Department of Applied Disability Studies,
Brock University, St. Catharines, Ontario,
Canada

Correspondence

Claire Shingleton-Smith, Department of
Applied Disability Studies, Brock University,
St. Catharines, Ontario, CA.
Email: claire.shingletonsmith@gmail.com

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Fund; Brock Faculty of Social Sciences

Editor-in-Chief: John Borrero

Handling Editor: Regina Carroll

Abstract

Parent-mediated interventions for infants and young children with an increased likelihood of autism may help ameliorate developmental concerns; however, generalization of parents' teaching strategies to novel child target skills has not been consistently demonstrated. This study expanded our parent training program, Parent Intervention for Children at-Risk for Autism (PICARA), by incorporating telehealth general case training (PICARA-TGCT) to promote generalization of teaching skills. Five parent-child dyads participated. Child target skills were chosen from the categories of imitation, receptive language, and expressive language. A concurrent multiple-baseline-across-participants design was used to evaluate the effect of training across two cohorts of parent-child dyads. Dependent variables included the percentage of correct parent teaching skills and the percentage of child correct responses. Parent teaching skills increased across all participants for both trained and untrained child target skills, as did child skills. This study provides support for PICARA-TGCT as an efficacious and efficient early inter-

IMPORTANCE Intervention for individuals with autism spectrum disorder (ASD) typically commences after diagnosis. No trial of an intervention administered to infants before diagnosis has shown an effect on diagnostic outcomes to date.

OBJECTIVE To determine the efficacy of a preemptive intervention for ASD beginning during the prodromal period.

DESIGN, SETTING, AND PARTICIPANTS This 2-site, single rater-blinded randomized clinical trial of a preemptive intervention vs usual care was conducted at 2 Australian research centers (Perth, Melbourne). Community sampling was used to recruit 104 infants aged 9 to 14 months showing early behaviors associated with later ASD, as measured by the Social Attention and Communication Surveillance-Revised. Recruitment occurred from June 9, 2016, to March 30, 2018. Final follow-up data were collected on April 15, 2020.

INTERVENTIONS Infants were randomized on a 1:1 ratio to receive either a preemptive intervention plus usual care or usual care only over a 5-month period. The preemptive intervention group received a 10-session social communication intervention, IBASIS-Video Interaction to Promote Positive Parenting (IBASIS-VIPP). Usual care comprised services delivered by community clinicians.

MAIN OUTCOMES AND MEASURES Infants were assessed at baseline (approximate age, 12 months), treatment end point (approximate age, 18 months), age 2 years, and age 3 years. Primary outcome was the combined blinded measure of ASD behavior severity (the Autism Observation Scale for Infants and the Autism Diagnostic Observation Schedule, second edition) across the 4 assessment points. Secondary outcomes were an independent blinded clinical ASD diagnosis at age 3 years and measures of child development. Analyses were preregistered and comprised 1-tailed tests with an α level of .05.

RESULTS Of 171 infants assessed for eligibility, 104 were randomized; 50 infants (mean [SD] chronological age, 12.40 [1.93] months; 38 boys [76.0%]) received the IBASIS-VIPP preemptive intervention plus usual care (1 infant was excluded after randomization), and 53 infants (mean [SD] age, 12.38 [2.02] months; 32 boys [60.4%]) received usual care only. A total of 89 participants (45 in the IBASIS-VIPP group and 44 in the usual care group) were reassessed at age 3 years. The IBASIS-VIPP intervention led to a reduction in ASD symptom severity (area between curves, -5.53 ; 95% CI, $-\infty$ to -0.28 ; $P = .04$). Reduced odds of ASD classification at age 3 years was found in the IBASIS-VIPP group (3 of 45 participants [6.7%]) vs the usual care group (9 of 44 participants [20.5%]; odds ratio, 0.18; 95% CI, 0.0-0.68; $P = .02$). Number needed to treat to reduce ASD classification was 7.2 participants. Improvements in caregiver responsiveness and language outcomes were also observed in the IBASIS-VIPP group.

Visual Abstract
Supplemental content

Author Affiliations: Author
affiliations are listed at the end of this

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2025, Revisione sistematica

Journal of Autism and Developmental Disorders
<https://doi.org/10.1007/s10803-025-06804-0>

ORIGINAL ARTICLE



Examining Behavioral Interventions for Infancy and Early Toddlerhood: A Systematic Review of Intervention Effects, Parameters, and Participants

Jessica J. Simacek¹  · Amy Riegelman^{2,4} · Jaclyn Gunderson³ · Emma Worthley³ · Adele F. Dimian¹ · Pang Chaxiong³ · Jason J. Wolff³

Accepted: 12 March 2025
© The Author(s) 2025

Abstract

Rapid advancement is paving the way to identify children who would likely benefit from early intervention during the first years of life, prior to the onset of significant delays in development. With the widely acknowledged benefits of early intervention, key questions arise: Does behavioral intervention targeted to infancy and early toddlerhood improve developmental outcomes? What procedures might be used, and under what circumstances? Who do these interventions work for? The current review comprehensively examined the literature on behavioral interventions based in operant learning, focused on key developmental areas with children in the first two years of life. We located and synthesized 69 studies with unique participant cohorts that included 1735 children. The search revealed many studies focused on the first year of life, of which a large proportion investigated approaches to increase communication. We provide implications, limitations, and future

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2026 Clò, Dounavi & Dillenburger (open access)

Received: 20 November 2024 | Accepted: 15 March 2026

DOI: 10.1111/1467-8578.70102

ORIGINAL ARTICLE



Teaching socio-communicative behaviours in play routines with caregivers: A feasibility study

Elena Clò¹ | Katerina Dounavi^{1,2}  | Karola Dillenburger¹ 

¹Queen's University Belfast, Belfast, UK

²School of Philosophy and Education,
Aristotle University of Thessaloniki,
Thessaloniki, Greece

Correspondence

Katerina Dounavi, School of Philosophy
and Education, Aristotle University of
Thessaloniki, Campus, Thessaloniki 54
124, Greece.
Email: kdounavi@edlit.auth.gr

Abstract

The first signs of autism often become evident as early as before a child's first birthday, and very early intervention is key to securing optimal outcomes. In the present study, two mother-child dyads participated, with mothers being trained in behavioural strategies targeting socio-communicative behaviours in their children, who were high-probability siblings of an older child diagnosed with autism spectrum disorder. Both mothers demonstrated increased use of naturalistic behavioural strategies and excellent indices of maintenance and generalisation upon the conclusion of training. Children's progress was measured in imitation, respondent joint attention and speaker behaviour, showing promising results in areas of significant concern at intake. Mothers' satisfaction was assessed using a social validity questionnaire, and measures of children's assent were collected, supporting the intervention as feasible and enjoyable for both dyads.

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Per approfondimenti

elenaclo.2010(at)gmail.com

