

Cosa valutiamo quando valutiamo i risultati?

Uno degli elementi da considerare nella valutazione della qualità dell'evidenza è la misurazione dei risultati.

Tra le difficoltà nell'accorpare l'evidenza in ABA riscontriamo la varietà di obiettivi e di risultati attesi ma anche la varietà di assessment e strumenti di misurazione utilizzati per valutare l'efficacia dell'intervento.

In questo anno sono stati pubblicati due articoli che ci aiutano nell'approfondimento.



<https://link.springer.com/article/10.1007/s40489-023-00355-9>

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REVIEW PAPER



Measures Used to Assess Treatment Outcomes in Children with Autism Receiving Early and Intensive Behavioral Interventions: A Review

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Abstract

This review is aimed at identifying assessment instruments used to measure treatment outcomes in children with autism spectrum disorder who received early and intensive behavioral interventions. Forty three articles were included and appraised using the Council for Exceptional Children's Standards for Evidence Based Practice quality index rater. Ninety-two outcome measures were discovered. Measures of adaptive functioning (91%), intellectual functioning (86%), and core symptoms (67%) of autism were represented with the highest frequencies. Measures of challenging behavior and parent or caregiver wellbeing were reported at 30% and 14% respectively. Reliability and validity of each measure were determined by recently published psychometric data. The utility of outcome measures in clinical practice is discussed.

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Elena Clò

Cosa misuriamo

- EIBI nelle sue diverse declinazioni (es. interventi strutturati/ naturalistici) dimostra efficacia in bambini con diagnosi di ASD
- Le misure di outcome sono però estremamente variabili nei diversi studi
- In generale una buona misurazione deve dimostrare: sensibilità (al cambiamento) e validità (accuratezza)



Outcome measures

Analisi delle misure di risultato (outcome) in 43 articoli:

- 91% esaminano i risultati in termini di funzionamento adattivo
- 86% funzionamento cognitivo
- 77% sintomi diagnostici «core»



Ridout et al. 2023, Table 2

ADOS Autism Diagnostic Observation Schedule, *ADI-R* Autism Diagnostic Interview-Revised, *ASQ* Autism Spectrum Questionnaire, *BAS-EY* British Abilities Scales-Early Years, *BSID* Bayley Scales of Infant Development, *CARS* Childhood Autism Rating Scale, *CDI* MacArthur Bates Communicative Development Inventory, *CBCL* Child Behavior Checklist, *CELF* Clinical Evaluation of Language Fundamentals, *DAS* Differential Abilities Scale, *DP-2* Developmental Profile-2, *DO* Direct Observation Measure (author), *EOWPVT* Expressive One Word Picture Vocabulary Test, *ESAT* Early Skills Assessment Tool, *ESCS* Early Social Communication Scales, *EVT* Expressive Vocabulary Test, *GARS* Gilliam Autism Rating Scales, *GMDS* Griffith Mental Development Scales, *HADS* Hospital Anxiety and Depression Scale, *KIPP* Kansas Inventory of Parental Perceptions, *LENA* Language ENvironment Assessment, *Leiter* Leiter International Performance Scale, *M-COSMIC* Modified Classroom Observation Schedule to Measure Intentional Communication, *M-P-R* Merrill Palmer Scale of Mental Tests-Revised, *MSEL* Mullen Scales of Early Learning, *NRDLS* New Reynell Developmental Language Scales, *NCBRF* Nisonger Child Behavior Rating Form, *QRS* Questionnaire on Resources and Stress, *PEP-R* Psychoeducational Profile-Revised, *PDD-MRS* Scale of Pervasive Developmental Disorder in Mentally Retarded Persons, *PLS* Preschool Language Scales, *PPVT* Peabody Picture Vocabulary Test, *PSI/PSI-SF* Parental Stress Index/ Short Form, *RBS* Repetitive Behavior Scales, *ROWPVT* Receptive One Word Picture Vocabulary Test, *SB* Stanford Binet Intelligence Scales, *SCQ* Social Communication Questionnaire, *SIB-R* Scales of Independent Behavior-Revised, *SICDT* Sequenced Inventory of Communication Development-Revised, *SON 2.5-7* Snijders-Oomen Nonverbal Intelligence Test, *SRS* Social Responsiveness Scale, *VABS* Vineland Adaptive Behavior Scale, *VB-MAPP* Verbal Behavior-Milestones Assessment and Placement Program, *WIAT* Wechsler Individual Achievement Test, *WISC* Wechsler Intelligence Test for Children, *WPSI* Wechsler Preschool and Primary Scales of Intelligence, *WRAT* Wide Range Achievement Test



<https://pubmed.ncbi.nlm.nih.gov/35792495>

Review

> Behav Modif. 2023 Jan;47(1):247-288. doi: 10.1177/01454455221098151.

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Validity and Reliability Evidence for Assessments Based in Applied Behavior Analysis: A Systematic Review

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Abstract

The current article presents the findings from a systematic review of the available reliability and validity evidence supporting the use of criterion-referenced assessments based on the applied behavior analysis framework. We identified 46 studies that reported reliability and/or validity evidence for six assessments, 37 of which presented reliability evidence and 43 presented validity evidence. Additionally, we extracted and summarized information related to participant characteristics (e.g., age, sex, diagnosis), geographic location, and research setting (e.g., residential facility, home). Overall, we found conflicting support for the use of the assessments. When coupled with the reported usage by behavior analysis professionals, our findings suggest a misalignment between the reportedly used assessments and the number of published studies providing validity and/or reliability evidence. We



Varietà di assessment per:

- Delineare i profili individuali
- Funzione del comportamento
- Individuare obiettivi di insegnamento
- Monitorare progressi individuali

Domanda di ricerca:

Che grado di validità e evidenza sostiene l'uso di strumenti ABA criterion-referenced in programmi di insegnamento ABA?



Padilla et al.. 2023

46 studi

1502 partecipanti in totale

6 assessments: ABLLS-R ($n = 2$), PEAK ($n = 11$), TARPA ($n = 5$), ABLA ($n = 24$), VerBAS ($n = 2$) and VB-MAPP ($n = 2$)

Gli assessment riportati nella ricerca NON sono i più diffusi nella pratica clinica. Ad es. il VB MAPP è l'assessment più utilizzato (Padilla, 2020) ma nella ricerca ha solo 2 studi di validità (Padilla, 2023)



Conclusioni e raccomandazioni

C'è una necessità forte e immediata di ulteriore ricerca sugli assessment criterion-referenced in ABA e altrettanta necessità di sostegno per assessment basati sulla ricerca.

